

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

Friday 26 May 2017 – 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.

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(Total for Question 1 = 20 marks)



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

2 Analyse the children’s spoken language and the ways in which they interact with each other.

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

English Language

**Advanced Subsidiary
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Do not return this source booklet with the question paper.

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Text A – written text by Isla aged 7 years 5 months	5
Text B – transcription of two siblings playing together	6–7

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

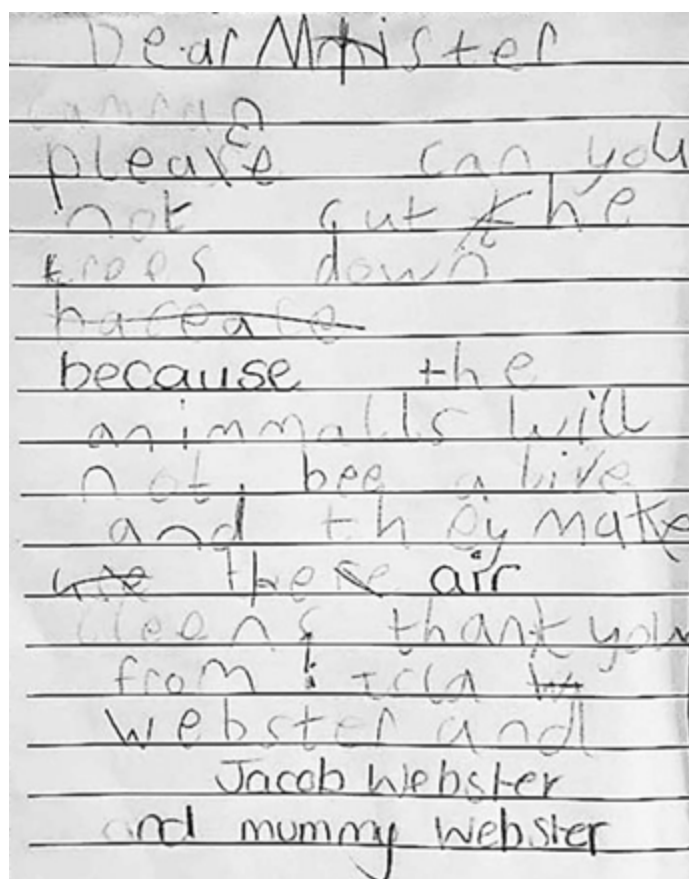
Consonants					
pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

Text A

This text was written by Isla (aged 7 years 5 months) and was produced at home with some help from her mother. She was writing to the former Prime Minister.

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:

Dear Mister

Camran

Pleasce can you

not cut the

trees down

because the

animalls will

not bee a live

and they make

the air

cleens thank you

from Isla

Webster and

Jacob Webster

and mummy Webster

Text B

This is a transcript of a conversation between two siblings; Isla (aged 7 years 3 months) and Jacob (aged 4 years 9 months). It was recorded in the family home. The children are playing with bath toys.

KEY

I = Isla J = Jacob	(.) = micro pause (less than a second)	(3) = longer pause (number of seconds indicated)	/_ / = phonemic transcription (will be used once unless pronunciation changes)
[] = paralinguistic feature or other action	Bold = stressed word	? = rising intonation	

J: is is this /dɪs/ a squirty /skwɜ:tɪ/ one

I: this one i (.) these /ði:z/ (1) are

J: where's the sponge /ʃkʊndʒ/ why isn't the sponge /ʃʊndʒ/ in **here** /ɪə/?

I: cos it's not a toy (2) Jacob these are sq (.) these are squirty (.) these rubber /wʊbə/
duckies /dʊkɪz/ are sq (.) I'm going to have /gənuæv/ these (.) you have /æv/ these 5

J: how's that /zæ?/ fair

I: we've got /gɒ?/ the same amount /əməʊənt?/?

J: I haven't /ævən?/ (.) I want more

I: well I've got one (.) two (.) three /fri:/ (1) and /ən/ four

J: I've only got /gɒ?/ three /fri:/ (4) 10

I: oh shall I say eenie meanie meanie mo pop the baby on the po for this one (1) eenie
minie meanie mo pop the baby on the po ip skip skop (.) it is **not** (1) you [laughter]

J: [inaudible] I'm going to /gənə/ be a croc

I: how's that /zæ?/ fair now

J: cos I've got three (5) fair enough (.) you can have /æv/ the sponge okay (.) you can
clean yourself (4) 15

I: you can pop it in the middle that /ðæ?/ rubber /rʊbə/ ducky

J: the /də/ rubber ducky /dʊkɪ/ or the /lə/ octopus

I: octopus so we can both /bəʊf/ play with /wɪf/ it /ɪ?/

J: I'm in a crab /kəwæb/ (3) oh all of the /lə/ straight ones go here /hɪə 20

I: but not mine what /wɒ?/ I've got

J: this has a straight bottom on that

I: this does but I'm not popping /pʊpɪn/ mine what I've got (1) Jacob (.) can I have this one

J: how's that fair

I: I gived you the rubber ducky

25

J: it's **not fair** (2) can (.) can I have the tortoise

I: no (1) you can have the a rubber ducky

J: I want the octopus (.) the oc octopus is gooder than me (1) right it's fair on me

I: it's fair on me cos I've got one (.) two (.) three (.) four (1) how many have you got

J: three so I don't need another /ənʊvə/ one (3)

30

I: I'm filling this up (2)

J: one (.) two

I: Jacob it hurt me when you hitted me (6)

J: [squirts water] do you want me to squirt you

I: don't [laughter] don't don't /dəʊənt/ don't [laughter] this is the squirty heart I've got a squirty one (3)

35

J: all of them are squirty (4)

I: Jacob I don't like it

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Source information:

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