Please check the examination details bel	ow before enter	ering your candidate information
Candidate surname		Other names
Centre Number Candidate No	umber	
Pearson Edexcel Level	3 GCE	
Time 1 hour 15 minutes	Paper reference	9EN0/02
English Language	9	
Advanced		
PAPER 2: Child Language		
I Al Eli Z. Cillia Laliguage	•	
You must have:		Total Marks
Source Booklet (enclosed)		

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 the question in the space provided
 - there may be more space than you need.

Information

- The total mark for this paper is 45.
- There is only one question.
- The mark for the question is shown in the brackets
 - use this as a guide as to how much time to spend on the question.

Advice

- Read the question carefully before you start to answer it.
- Check your answer if you have time at the end.

Turn over ▶



Read Texts A-D, on pages 4 to 7 in the source booklet, before answering Question 1 in the space provided.

1	Analyse how the developments in Emily's literacy allow her to communicate using written language.	
	In your response you should consider any relevant language frameworks, levels and theories as appropriate.	
		(45)





















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Pearson Edexcel Level 3 GCE

Time 1 hour 15 minutes

Paper reference 9EN0/02

English Language

Advanced

PAPER 2: Child Language

Source Booklet

Do not return this Booklet with the question paper.

Turn over ▶





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Text B	5
Text C	6
Text D	7

English Phonemic Reference Sheet

Vowels						
k i t	dr e ss	tr a p	l o t	str u t	f oo t	
I	е	æ	מ	۸	υ	
lett er	fl ee ce	c a rt	th ou ght	g oo se	n ur se	
Э	i:	a:	ɔ :	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							
face goat price mouth choice near square cure							c u re
eī	90	aı	аบ	ΣΙ	19	69	υə

Consonants							
p ip	b id	t ack	t ack d oor		good		
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		l ot	rose	y et	w itch		
n	ŋ	I	r	j	w		
Glottal stop		Syllabic /l/ bott le		Syllabic /n/ fatt en			
?		ļ		ņ			

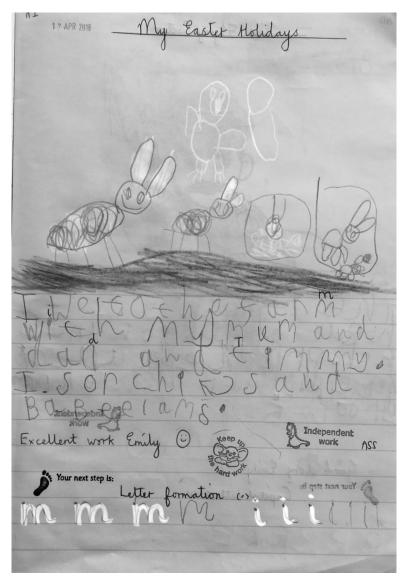
Texts A, B, C and D were produced by Emily at school between the ages of 5 years 2 months and 6 years 1 month.

Typed versions of the children's writing are intended as a guide only. Some aspects of the typed text may have been standardised.

Refer to the original texts for specific language features.

Text A

Emily, aged 5 years 2 months, is recalling her holiday.

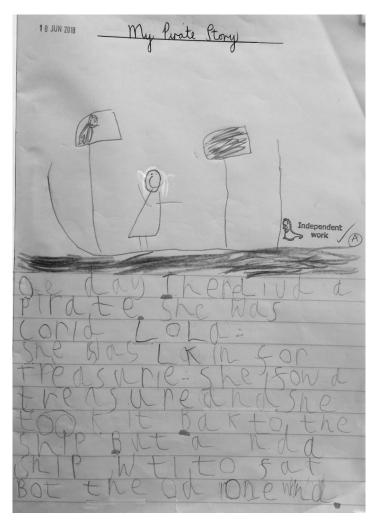


Typed version

I we to the farm with my mum and dad and Timmy.
I sor chikcs and babee lams.

Text B

Emily, aged 5 years 4 months, has written a narrative.



Typed version

One day there livd a pirate. She was corld Lola.

She was lk in for

treasure. She fowd

treasure and she

took it back to the

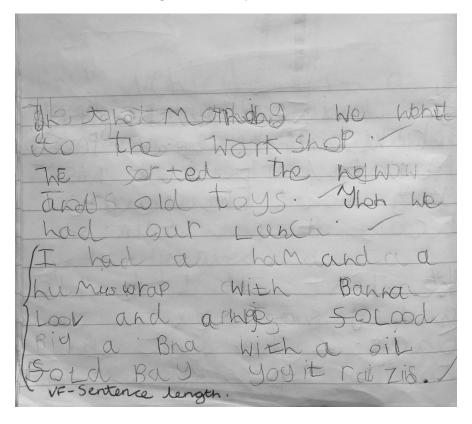
ship. But a nda

ship w ti to fat

bot the od one wind

Text C

Emily, aged 5 years 9 months, is recalling a school trip.



Typed version

In the morning we went

to the workshop.

We sorted the new

and old toys. Then we had our lunch.

I had a ham and a

humus wrap with banna

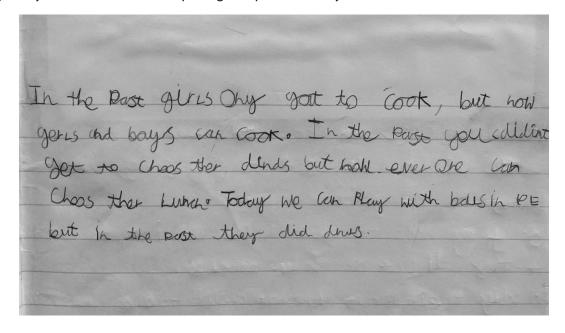
loov and a [indecipherable] folood

biy a bna with a oil

fold bay yogit raizins.

Text D

Emily, aged 6 years 1 month, is comparing the past to today.



Typed version

In the past girls only got to cook, but now gerls and boys can cook. In the past you didint get to choos ther dinds but now ever one can choos ther lunch. Today we can play with balls in PE But in the past they did [indecipherable]

