

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel Level 3 GCE

Monday 22 May 2023

Morning (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 **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 ►

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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 Text A is a child's letter to Santa Claus. Using Text A as an example, write a guide, issued by primary educators, for parents. This should explain the common features of children's literacy development, to help them support their child's home learning.

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)



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

2 Analyse Lucas' use of language in the context of his interaction with his father.

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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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		ɫ		ŋ	

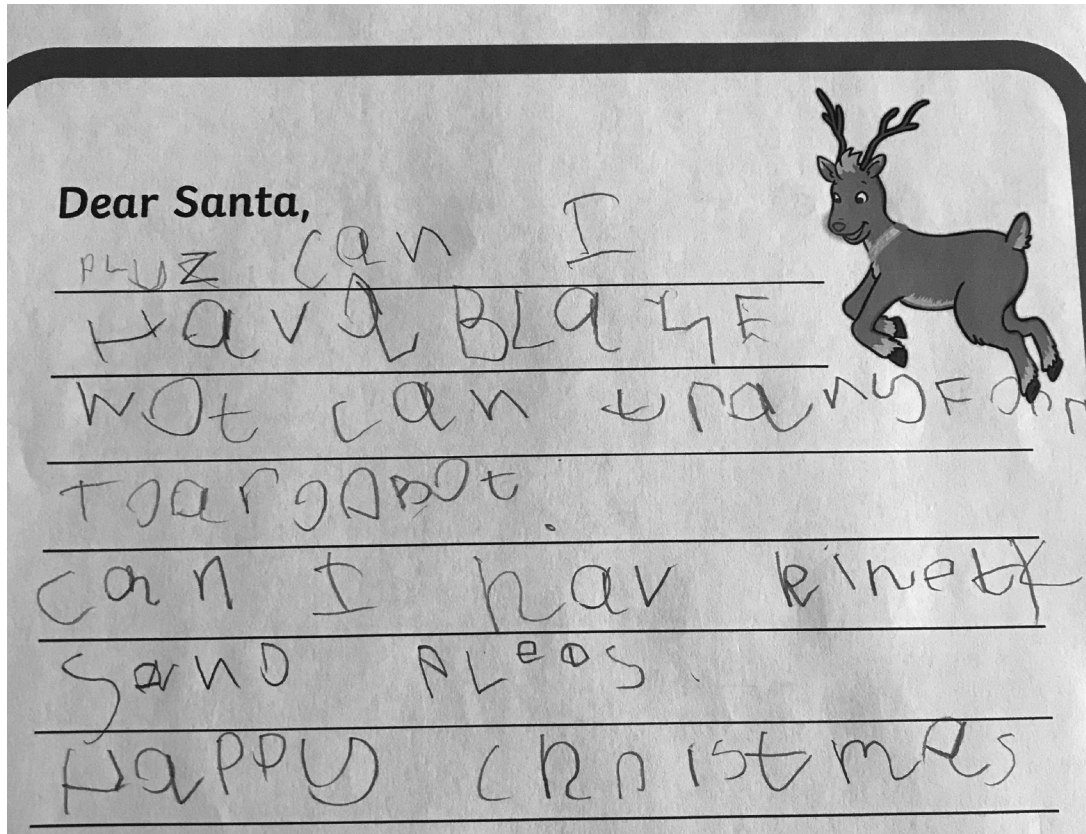


Text A

This text was written by Bobby (aged 4 years and 10 months) and was produced at home with some help from his mother. It is his Christmas wish list to Santa Claus.

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:

Pluz can I

hav a Blaze

wot can transform

to a roobot.

Can I hav kinetk

sand pleas

Happy Christmas

Text B

This is a transcript of a child, Lucas (aged 3 years and 0 months), playing with his father. It was recorded in the family home. They are playing with action figures.

Key

L = Lucas F = father M = mother	(.) = micro pause (less than a second)	(3) = longer pause (number of seconds indicated)	/_ / = phonemic transcription
[_] = paralinguistic feature or other action	? = rising intonation	Bold = emphasis	// // = overlapping speech

F: you want to /wɒnə/ play with these ones now? (2) what should we call him?

L: (1) eh (1) what (.) what (.) I don't know what /wɒʔ/ him is

F: well why don't you think of a name for him /fɒrəm/

L: eh (2) he Battle /bæʔə/ Dragon /dræɡɪn/

F: he's what?

L: Battle Dragon

F: OK

M: Battle Dragon?

L: Battle Dragon [indecipherable] **flap flap** /fwæp fwæp / (.) that's a dragon does

F: he's got a jet pack on his back hasn't he? (5) [makes shooting sounds and makes action figures clash]

L: don't you (.) don't you hit /hɪʔ/ me

F: hi yah [pretends to perform martial arts move with action figure]

L: don't you hit me

F: he's got Michaelangelo [laughs]

L: [growls and roars]

F: argh not the Hulk

L: [growls and hits the Hulk into his father's action figure] you have do another /ənʊvæ/
bad guy stop him /əm/ //[growls]//

F: // [makes shooting sounds]// argh Hulk smashed him /əm/

L: he has do /hæʔdu/ another bad guy [uses his action figure to clash into his father's figure]

F: [roars] oh no (.) Hulk smash



L: when he was coming /kʊmən/ back?

F: oh you've /jəv/ beat him as well (1) but you won't beat the Shredder [figures clash]
haha he's too fast

L: [laughs] don't you do that /jæ?/ at (1) **I told you** /jə/

F: ha ha

L: he got spikes on him /bɒnəm/

F: oh you got him

L: you have do another bad guy

F: well you pass me a bad guy

L: I don't know what his name called

F: that's Master Splinter (.) he's a good guy

L: what Master /mæ?æ/ Splinter /spwɪntæ/ do?

F: he knows martial arts

L: [growls and clashes his action figure against his father's action figure] ha ha (.) ha ha
(.) ha ha **I stop bad guys** (1) I stop bad guys cos I'm Incredible Hulk (.) ha ha ha I will stop
him /hɪm/

F: ah but are you as strong as me? Ha ha ha

L: what you doing that off Black /bɹwæk/ Panther /pænfæ/

F: I'm just rubbing a mark off him (2) I'm really strong

L: he has (.) he has catch /kætʃ/ him (.) he has run /wʊn/ from him (2.) **I angry** /æŋgri:/ (1)
Hulk is angry

F: oh no [screams]

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Sources taken/adapted from:

Texts A and B are private texts. Permission obtained for use.

