

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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**Wednesday 13 May 2020**

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 A parent sent the data in Text A to an online language forum, *Linguistics Today*, enquiring about the features of their child's literacy.

Using Text A, write a detailed commentary aimed at the parent and the users of the forum. Your response should analyse how the data represents what a child of Jacob's age is able to produce independently.

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 how the children's development of language and the ways in which they interact allow them to create a fairy tale narrative together.

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 Source Booklet with the question paper.**

*Turn over* ►

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1/1/1



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## CONTENTS

	Page
English Phonemic Reference Sheet	4
<b>Text A</b> – written text by Jacob, aged 7 years and 5 months	5
<b>Text B</b> – transcript of two siblings, Ava, aged 7 years and 2 months, and Josh, aged 4 years and 7 months	6–7

## English Phonemic Reference Sheet

### Vowels

<b>kit</b>	<b>dress</b>	<b>trap</b>	<b>lot</b>	<b>strut</b>	<b>foot</b>
ɪ	e	æ	ɒ	ʌ	ʊ
<b>letter</b>	<b>fleece</b>	<b>cart</b>	<b>thought</b>	<b>goose</b>	<b>nurse</b>
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

<b>face</b>	<b>goat</b>	<b>price</b>	<b>mouth</b>	<b>choice</b>	<b>near</b>	<b>square</b>	<b>cure</b>
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

### Consonants

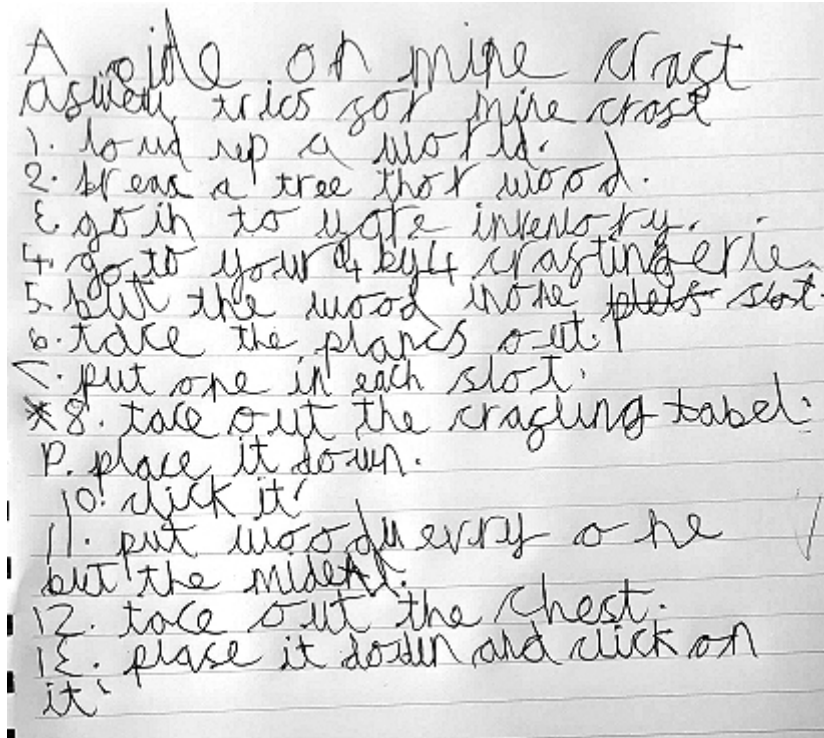
<b>pip</b>	<b>bid</b>	<b>tack</b>	<b>door</b>	<b>cake</b>	<b>good</b>
p	b	t	d	k	g
<b>chain</b>	<b>jam</b>	<b>fly</b>	<b>vase</b>	<b>thing</b>	<b>this</b>
tʃ	dʒ	f	v	θ	ð
<b>say</b>	<b>zoo</b>	<b>shoe</b>	<b>treasure</b>	<b>house</b>	<b>mark</b>
s	z	ʃ	ʒ	h	m
<b>not</b>	<b>sing</b>	<b>lot</b>	<b>rose</b>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

## Text A

Text A was written by Jacob (aged 7 years and 5 months) and was produced independently at home. He has written a set of instructions for playing an online game, Minecraft.

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:

A guide on mine craft

aswell trics for mine craft

1. loud up a world.
2. breac a tree thor wood.
3. go in to yore inventory.
4. go to your 4 by 4 crafting erie.
5. but the wood inone plets slot.
6. tace the plancs out.
7. put one in each slot.
8. tace out the cragling tabel.
9. plase it down.
10. click it
11. put wood in evry one  
but the midel.
12. tace out the chest.
13. plase it down and click on  
it

## Text B

Text B is a transcript of two siblings, Ava (aged 7 years and 2 months) and Josh (aged 4 years and 7 months). It was recorded in the family home, where they were creating a fairy tale narrative.

### Key

A = Ava J = Josh F = father	(.) = micro pause (less than a second)	(3) = longer pause (number of seconds indicated)	/_ / = phonemic transcription
[ ] = paralinguistic feature or other action	? = rising intonation	<b>Bold</b> = emphasis	// // = overlapping speech
{ _ } speech that can't be transcribed			

- A: once /wʊnts/ upon a time there was a very /feəri:/ good (.) princess Belle  
 J: princess /pʁɪnses/ Belle wa was just /dʊs/ leaping around /əwəʊnd/  
 A: and then when it was nice and sunny morning she said I'll go and get my clothes on  
 and then I'll go outside  
 J: [makes gurgling noise]  
 A: Josh your turn  
 J: and sh she (2) just played on her swing  
 A: and /ən/ and after she played on her swing (.) she said I'm going to play on a big  
 huge /hʊdʒ/ slide (3) it's your turn  
 J: big huge /hju:dʒ/ slide (.) that's very big  
 A: it's your turn Josh  
 J: and now /nɑ:/ she wanted to /tu:/ play on her (4) white bicycle /baɪskʊl/ [laughter]  
 A: and then (.) and then (.) and then then sh [laughter] you do it  
 J: you're head to me  
 A: then she wanted to erm tells funny jokes to her /ɜ:/ mum /mʊm/ and dad (2) your  
 turn Josh  
 J: you have /æf/ to do it because /kɒz/ because it's (.) I (.) it's your turn  
 A: and //then//  
 J: //zip // hmm hmm hmm  
 A: she went to go inside and colour in and make cards for her friends /fendz/ and family  
 /fæməli/ (.) and invites (1) your turn  
 J: I'm not doing it now  
 A: and then sh she said (.) I'm going to /gənə/ go and have /æv/ a rest for a /fəwə/ bit  
 J: //I want a hug //  
 A: //and I will come// back (.) and give you a great /grɪt/ bi huge hug and then she  
 wanted to say I love /lʊf/ you to all her friends and family and kiss (.) erm her f family  
 and sh she really liked it because /bækʌs/ she getted a beautiful /butɪfʊl/ fairy wing  
 (.) ring  
 J: ring (.) eh?  
 A: and she said (1) //I'm going to//  
 J: //{{indecipherable speech}}//  
 A: I might go and get someone to play with /wɪv/ in the park (.) and she played on the  
 slide swings /swɪŋks/ and everything /evrɪfɪŋ/ what was on the park and sh she (2)  
 and on the park she made new /nu/ friends with her family (4) a and she made (1)  
 and she played with her big (.) little /lɪtʌl/ sister and then (1) there was a big nasty

**witch** coming so she runned away back to her house /aʊs/ (.) and then the witch  
goed away forever that's the end

J: the end (.) can I have a nice huggle now?

F: what did you think of Ava's story?

J: good

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Sources:

Text A: taken from Jacob's Key Stage answer booklet

Text B: taken from a transcript of two siblings, Ava, aged 7 years and 2 months, and Josh, aged 4 years and 7 months