

|                                                    |                  |
|----------------------------------------------------|------------------|
| Write your name here                               |                  |
| Surname                                            | Other names      |
| <b>Pearson Edexcel</b>                             | Centre Number    |
| <b>Level 3 GCE</b>                                 | Candidate Number |
| <b>English Language</b>                            |                  |
| <b>Advanced</b>                                    |                  |
| <b>Paper 2: Child Language</b>                     |                  |
| Friday 8 June 2018 – Afternoon                     | Paper Reference  |
| <b>Time: 1 hour</b>                                | <b>9EN0/02</b>   |
| <b>You must have:</b><br>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 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 marks for the question are shown in brackets.

### Advice

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

Turn over ►

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**Read Texts A–D on pages 3–6 in the Source Booklet before answering  
Question 1 in the space provided.**

- 1** Using Texts A–D, analyse how Thomas' development of literacy allows him to use the written language for a range of purposes.

*In your response you should consider any relevant language frameworks, levels and theories as appropriate.*

(45)

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**(Total for Question 1 = 45 marks)**

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**TOTAL FOR PAPER = 45 MARKS**

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**Pearson Edexcel Level 3 GCE**

# **English Language**

**Advanced**

**Paper 2: Child Language**

Friday 8 June 2018 – Afternoon

**Source Booklet**

Paper Reference

**9EN0/02**

**Do not return this Source Booklet with the question paper.**

*Turn over* ►

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## 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   |

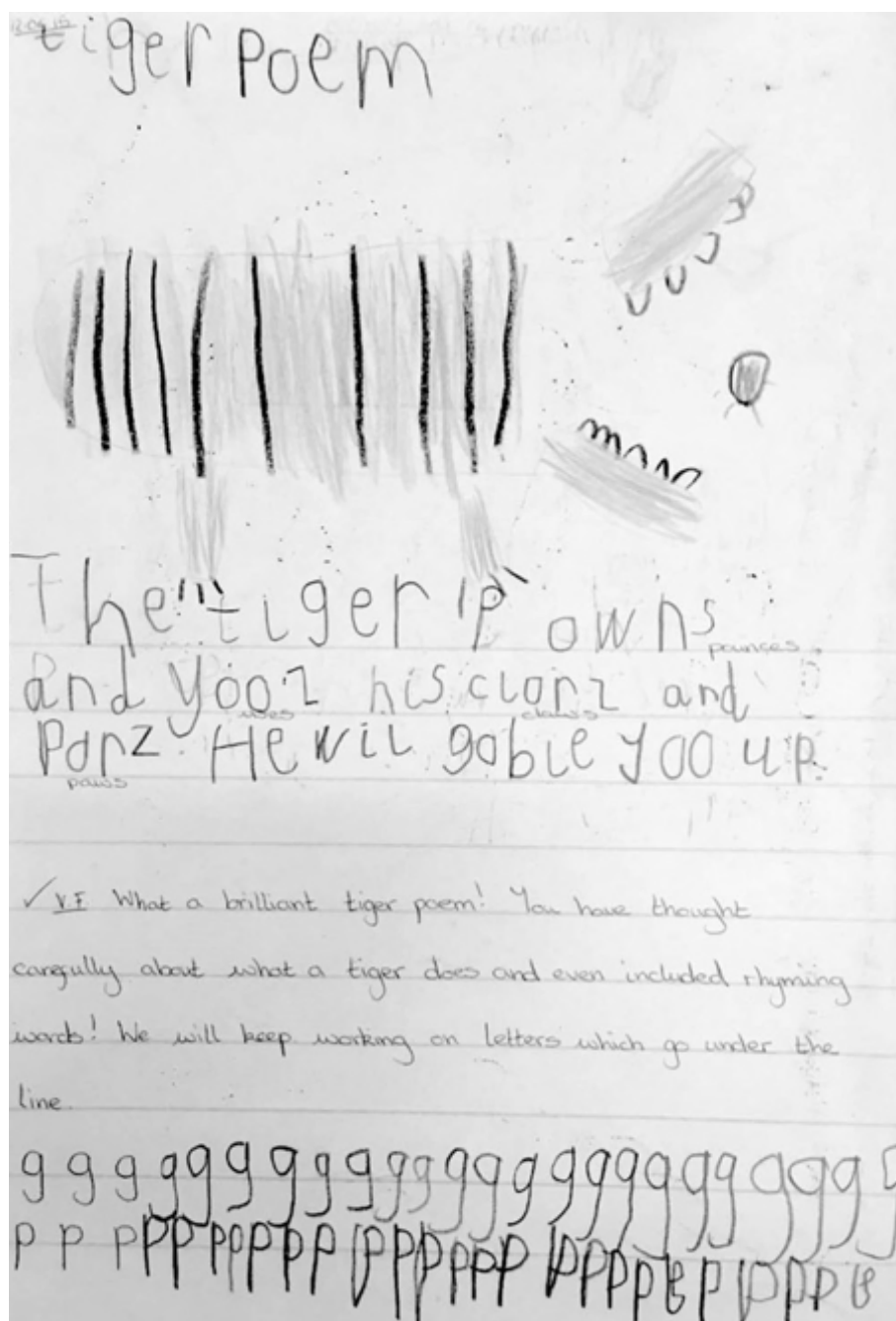
## Consonants

|              |      |                     |          |                     |       |
|--------------|------|---------------------|----------|---------------------|-------|
| 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            |      | ɫ                   |          | ŋ̩                  |       |

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

### Text A

*Text A was produced at school by Thomas, aged 5 years and 4 months.*

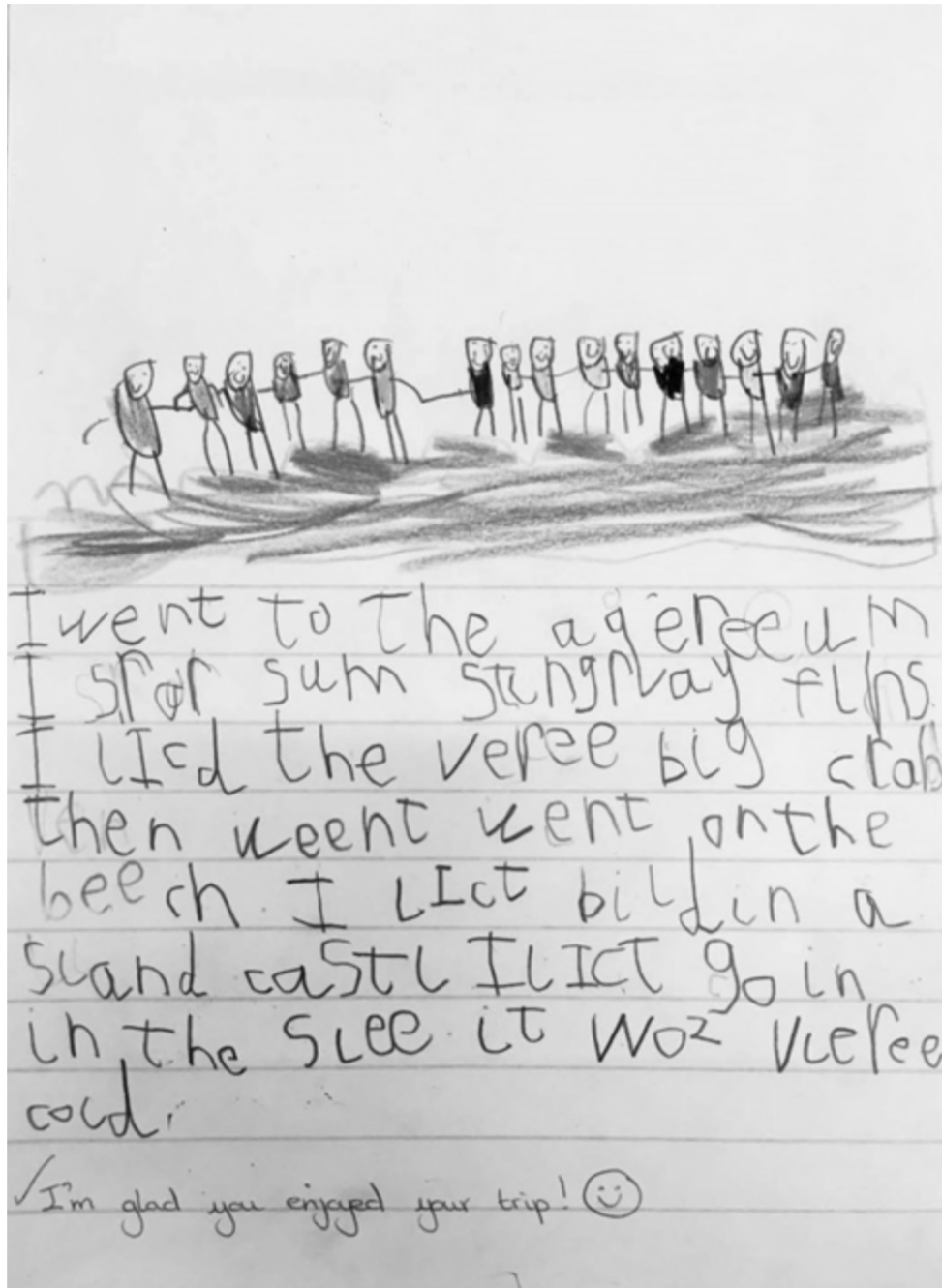


### Typed version

Tiger Poem  
*The tiger powns  
 and yooz his clorz and  
 porz. He will goble yoo up.*

**Text B**

*Text B was produced at school by Thomas, aged 5 years and 5 months.*

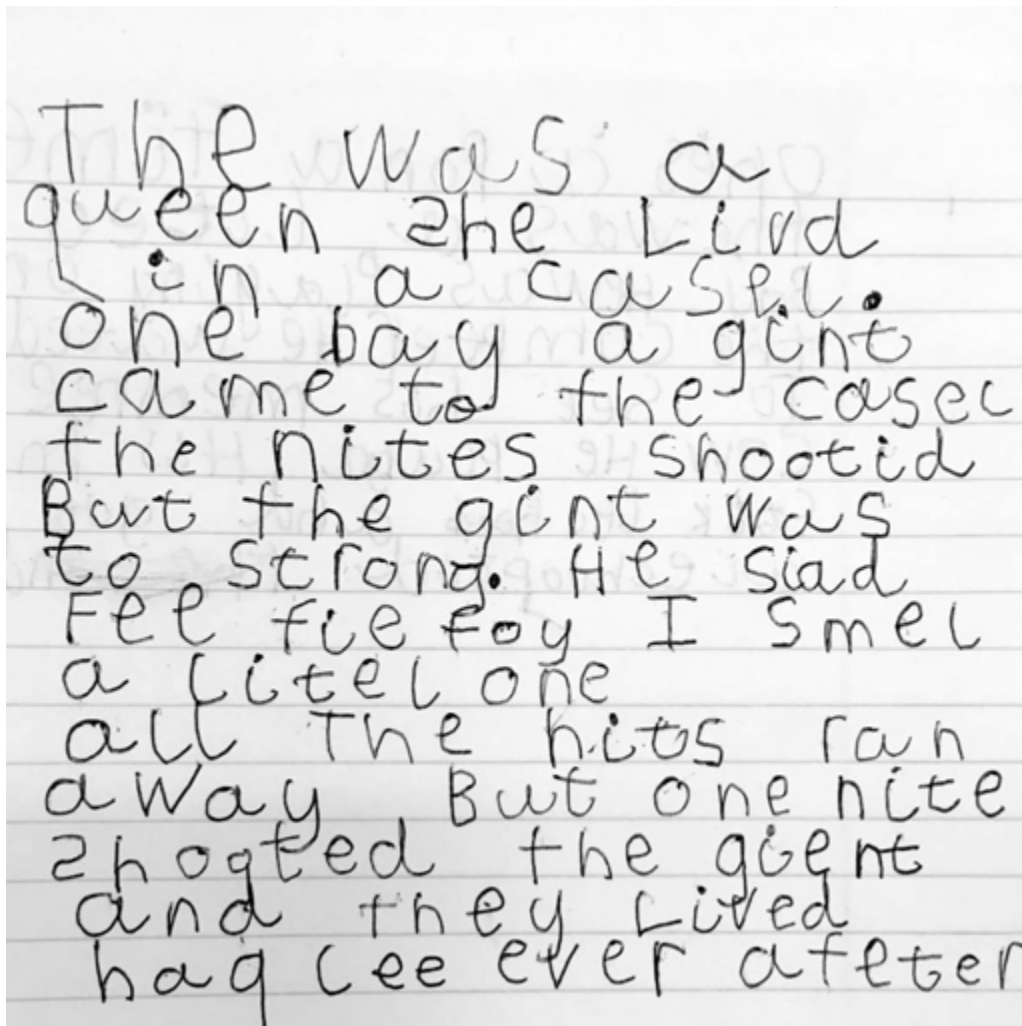
**Typed version**

I went to the aqereuum  
 I srer sum stingray fihs  
 I lict the verree big crab  
 Then weent went on the  
 beech. I lict bildin a  
 sland castl. I lict goin  
 in the slee it woz vleree  
 cold.



## Text C

Text C was produced independently at home by Thomas, aged 6 years and 7 months, after his father asked him to write a fairy story.

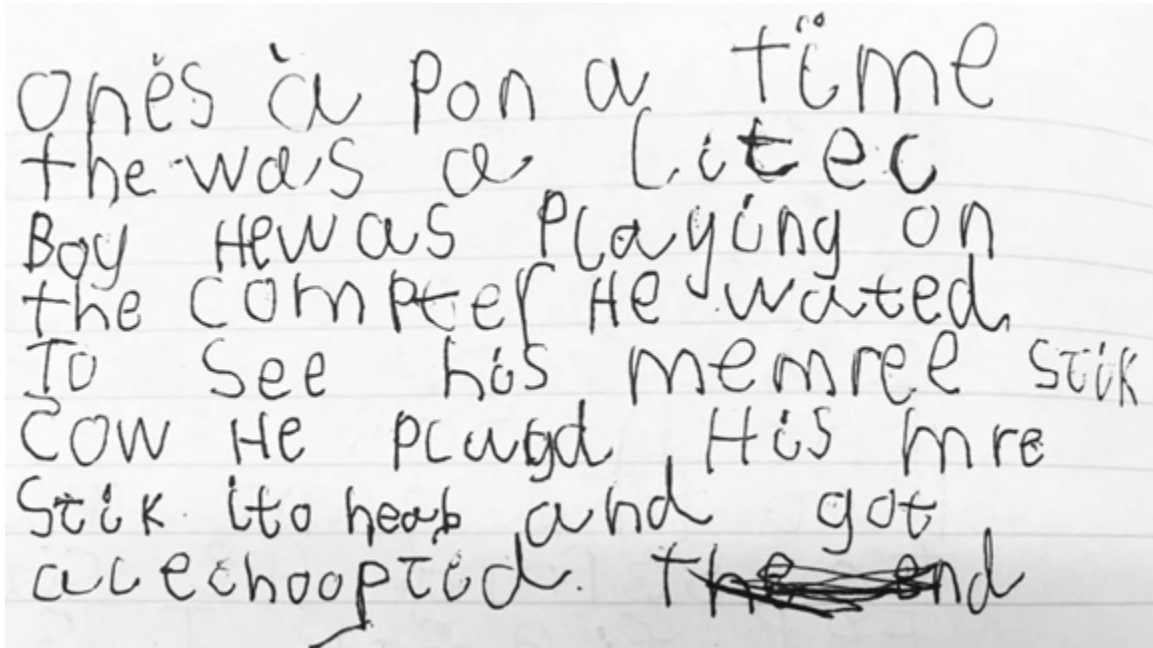


## Typed version

The was a  
queen she livd  
in a casel.  
One day a gint  
came to the casel  
the nites shootid  
But the gint was  
to strong. He siad  
Fee fie foy I smel  
a litel one  
all the nits ran  
away But one nite  
shooted the gint  
and they lived  
hap lee ever afeter

**Text D**

Text D was produced independently at home by Thomas, aged 6 years and 8 months, after his father asked him to write a story.

**Typed version**

Ones a pon a time  
 the was a litel  
 Boy He was playing on  
 the compter He wated  
 To see his memree stik  
 sow he plugd his mre  
 stik ito head and got  
 alechoopted. the end

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