

AS English Language



Sample Assessment Materials

Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language (8EN0)

First teaching from September 2015

First certification from 2016

Issue 1

Pearson
Edexcel Level 3
Advanced Subsidiary GCE
in English Language (8EN0)
Sample Assessment Materials

First certification 2016

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the student at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your students at: www.pearson.com/uk

References to third party material made in these sample assessment materials are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at the time of publication.

Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd / Naki Kouyioumtzis

ISBN 978 1 446 91463 2

All the material in this publication is copyright
© Pearson Education Limited 2014

Contents

1	Introduction	1
2	General marking guidance	3
3	Paper 1: Language: Context and Identity	5
4	Paper 1 Mark Scheme	29
5	Paper 2: Child Language	35
6	Paper 2 Mark Scheme	55

Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking guidance – specific

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used:

- examiners should first decide which descriptor most closely matches the answer and place it in that level
- the mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Write your name here

Surname	Other names
---------	-------------

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

English Language

Advanced Subsidiary

Paper 1: Language: Context and Identity

Sample assessment materials for first teaching
September 2015
Time: 1 hour 30 minutes

Paper Reference
8EN0/01

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 the question in **Section A** and the question in **Section B**.
- 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 ►

S47542A

©2014 Pearson Education Ltd.

1/1/1



PEARSON

SECTION A: Language and Context

Read Texts A–C on pages 3–5 of the source booklet before answering Question 1 in the space provided.

1 Texts A–C are all forms of birthday greetings drawn from different contexts.

Analyse and compare how contextual factors affect language choices in these texts.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

(25)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Blank writing area with horizontal dotted lines.

TOTAL FOR SECTION A = 25 MARKS

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Blank writing area with horizontal dotted lines.

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

Pearson Edexcel Level 3 GCE

English Language

Advanced Subsidiary

Paper 1: Language: Context and Identity

Sample assessment materials for first teaching
September 2015

Source booklet

Paper Reference

8EN0/01

Do not return the source booklet with the question paper.

Turn over ►

S47542A

©2014 Pearson Education Ltd.

1/1/1



PEARSON

CONTENTS

	Page
SECTION A	
Text A – Loaf homepage	3
Text B – Happy birthday text message	4
Text C – Prime Minister’s Questions	5
SECTION B	
Text D – method bathroom cleaner fluid bottle	6–7

SECTION A: Language and Context

Text A

This text is a screenshot of the website homepage of an online furniture retailer.

leaf

HOME BEDROOM SITTING ROOM KITCHEN KIDS BATHROOM ART WHY US? BAG A BARGAIN

Free Brochure Newsletter FAQs Contact My List 0 My Basket 0

Call 0845 468 0698 Mon to Fri 10:00 - 18:00 Sat 10:30 - 16:30

Search

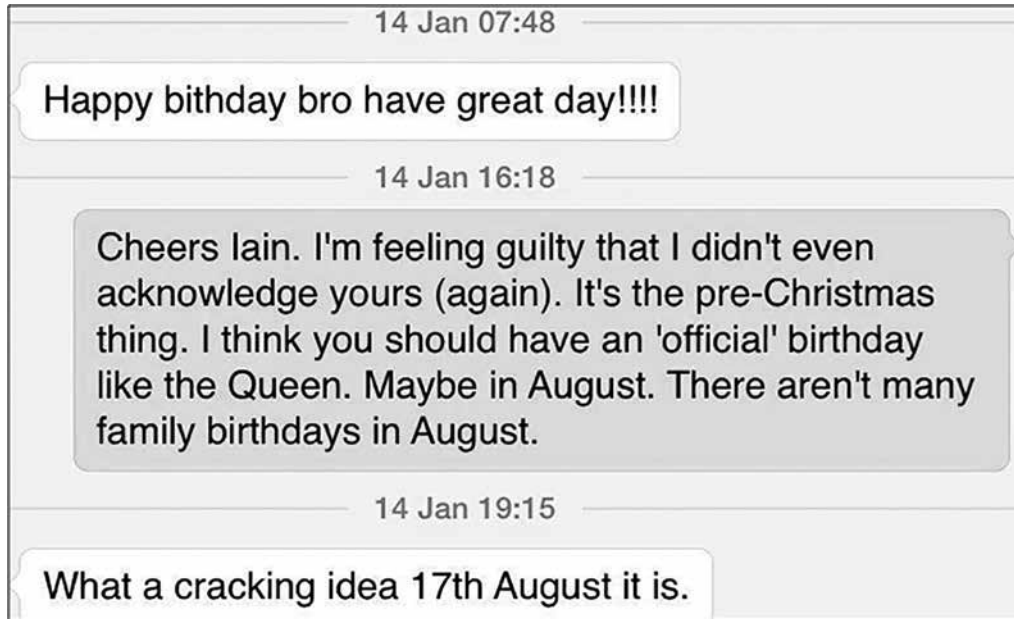
Hello all you laid-back loafers! Our 5th Birthday Sale is now on. Loaf that home, baby!

HAPPY BIRTHDAY TO YOU
**SQUASHED
TOMATOES
AND STEW!
WE'RE HAVING A
SALE**
FOR OUR 5TH BIRTHDAY DO!
Get your skates on!
Sale ends 31st January

BEDROOM SITTING ROOM KITCHEN BATHROOM

Text B

This is a text message exchange between two adult brothers.



Text C

This text is taken from Hansard, the official written record of discussions in the Houses of Parliament. This extract is from the weekly Prime Minister's Questions in the House of Commons on 26 March 2014.

Q15. [903287] **Karen Lumley (Redditch) (Con):** In the week of my 50th birthday and the month of Redditch's 50th anniversary as a new town, will the Prime Minister join me in congratulating Ken Williams, the head of the Kingfisher centre, for helping me to organise the anniversary as well as my first apprenticeship fair, from which we will get more apprenticeships on top of the 3,000 we have had since this Government came to power?

The Prime Minister: First, let me very publicly wish my hon. Friend a very happy 50th birthday and, at the same time, wish everyone in Redditch a very happy 50th anniversary and thank them for the kind present that she gave me of a Monopoly set with Redditch as its basis. That was a very kind gift. I do not think I have yet put it in the Register of Members' Financial Interests*, so I had better put that right after this exchange. My hon. Friend is absolutely right to be pushing apprenticeship fairs and job fairs. We are aiming for 2 million apprenticeships in this Parliament and we have 1.6 million already trained. That is one of the most important things we can do to provide a strong and secure future for our country.

Glossary

**Register of Members' Financial Interests: a record of any financial interest or other material benefit that a Member of Parliament receives which could influence their actions, speeches or votes in Parliament.*

SECTION B: Language and Identity

Text D

This text is from a bottle of bathroom cleaner manufactured by the company, method. The cleaner was bought in November 2013. The photographs are included to show how the text appears on the bottle.

hello, we're method.

we are **people against dirty**[®]. in your hand, you hold the power to join us in the good fight. the fight to make our planet, and homes, a cleaner place. we are passionate believers in the Cradle to Cradle[®] design philosophy, meaning that each one of our products has a past and a future. that's why we make our bottles from old bottles and our non-toxic cleaners are biodegradable. it's also why every material we use is assessed by independent scientists for environmental quality + safety for people. because we believe that cleaning products can put the hurt on dirt without doing harm to people, creatures or the planet. they can even smell like rainbows. it might sound like a tall order but we're a small passionate bunch with big ambitions.

we believe that anywhere
you wear a towel should
remind you of a spa

**find another
use for your
elbow grease.**

the bathroom is where you get sparkling clean, so shouldn't your bath + tiles be the same? we think so. put an end to icky grime and get a spa-inspired clean by using our non-toxic bathroom cleaner with **powergreen**[®] technology the naturally derived formula easily dissolves soap scum + pesky stains, so you do less scrubbing.

easy to use: spray, wipe, stand back and admire.
for use on most sealed surfaces.

psst: it's always a good idea to test in
an inconspicuous place first.



BLANK PAGE

Source information

Text A: © Loaf.com – found at www.loaf.com

Text B: private text message – permission obtained for use

Text C: © Crown Copyright Contains Parliamentary information licensed under the Open Parliament Licence v1.0 – taken from www.publications.parliament.uk/pa/cm201314/cmhansrd/cm140326/debtext/140326-0001.htm

Text D: © 2013 method – cleaner purchased in supermarket from method products www.methodproducts.co.uk/

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

Paper 1 Mark scheme

Section A: Language and Context

Indicative content

Question 1

	TEXT A	TEXT B	TEXT C
MODE	multimodal conventions of web; interactive features such as 'My List' and 'My Basket'	text message exchange; interactive but asynchronous across a day/evening	spoken exchange with formalised Q&A format
FIELD	although selling furniture, branding draws on field of food and alternative wording to lyrics of 'Happy Birthday' song: 'squashed tomatoes and stew'; also relaxation and informality: 'laid back loafers', 'Get your skates on'	narrow focus, expanded response allows potential for development, but brief (though cordial) response does not pursue topic further	birthday/anniversary references linked to political/economic topic
FUNCTION	transactional– encourages sales and enquiries through positioning reader as sharing in light-hearted, unconventional, fun outlook	interactional social exchange; greeting and acknowledgement	question from MP used to publicise positive aspects of government policy and the MP's work in her own constituency
AUDIENCE	products for sale suggest relatively sophisticated adult professional audience, but with youthful, unconventional outlook	private exchange implicit in text message mode; content of second message reference to Queen's official birthday, and more extended syntax than typical of texts reflects adult participants	participants addressing each other but immediate audience is fellow MPs, and wider public viewing and listening as Prime Minister's questions are broadcast; also published in written form for wider audience

	TEXT A	TEXT B	TEXT C
DISCOURSE/ PRAGMATICS	discourse structure is a mixture of formulaic web-store conventions (product links and pictures, basket, search box) with text establishing informal 'knowing' connection with audience; uses friendly and positive connotations of birthday greetings for ulterior purpose of persuading reader to respond to limited time sale, linking purchase with idea of birthday gifts	'Iain's' elliptical, non-standard punctuation, excessive exclamation marks (and misspelling of 'bithday') typical of rapid messaging; brother's reply contrasts with this, lengthier, careful spelling, punctuation and capitalisation, although contractions and minor sentence ('Maybe in August') acknowledges the informality of the discourse context	personal references that seem superficially 'interactional' are in fact 'transactional' in intent, as acknowledged implicitly by 'let me very publicly wish...'; reference to Monopoly set attempts to inject a note of good humour; uses friendly and positive connotations of birthday greetings for ulterior purposes
GRAPHOLOGY/ PHONOLOGY	conventions of web page: menus, search bar, hyperlinks; varied font size to emphasise 'Sale'; alliteration with 'squashed tomatoes and stew'	'staggered' speech bubble convention now ubiquitous in smartphone and online messaging services represents 'hybrid' speech/writing nature of discourse; multiple exclamation marks represent enthusiastic tone	layout and use of bold clearly distinguishes Q&A and identifies participants
GRAMMAR/ MORPHOLOGY	use of imperative: 'Get your skates on'	elliptical: '[Have a] Happy bithday bro' and 'What a cracking idea [that is]'; Iain's messages each written as one sentence with no internal punctuation	formal use of third person reference 'will the Prime Minister'; lengthy complex sentence indicates question is pre-prepared; first person plural pronouns at end 'we can do', 'our country'
LEXIS/ SEMANTICS	self-consciously informal/colloquial lexis: 'Get your skates on!'; punning 'laid back loafers', 'Loaf that home'; synthetic personalisation of greeting and second person direct address: 'Hello all you...'; personal (1st person) determiners, where first person = reader 'My Basket'; compare with 'Our 5th birthday' where first person = company	informality of clipped 'bro', 'cheers' and 'cracking'	specific political register: 'Prime Minister', 'hon. Friend', 'Register of Members' Financial Interests'; use of numbers, '50', '3000', '1.6 million', '2 million'; range of positive lexis 'congratulating', 'absolutely right', 'most important', 'strong and secure'

AO4 – explore connections across data

Possible connections include:

- Function: Texts A and C both offer information, though in Text A it is for persuasive, commercial purpose and in Text C it is for a persuasive political purpose. Text A is most obviously transactional as an e-commerce site but uses various ways of 'softening' the sell and engaging in synthetic personalisation, whereas Text B is interactional.
- Mode: Text A most strongly multimodal in variety of elements comprising the discourse; Text A only becomes interactional when click through to view/buy etc, whereas Text B shows actual interaction in writing/speech hybrid mode.
- Register: Text A includes differing registers in different parts of the text which have different purposes; in Text B the participants adopt quite differing registers; in Text C the participants use a very formal register, but also include humour like Text B.

Please refer to the specific marking guidance on page 2 when applying these marking grids.

		A01 = bullet point 1	A03 = bullet point 2
Level	Mark	Descriptor (A01, A03)	
	0	No rewardable material	
Level 1	1–3	Recalls information <ul style="list-style-type: none"> Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. Lists simple information about context. 	
Level 2	4–6	Broad understanding <ul style="list-style-type: none"> Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. Describes contextual factors and language features. Application is undeveloped. 	
Level 3	7–9	Clear understanding <ul style="list-style-type: none"> Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. Explains clear contextual factors and language features. Begins to link these to construction of meaning. 	
Level 4	10–12	Consistent application <ul style="list-style-type: none"> Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. 	
Level 5	13–15	Discriminating application <ul style="list-style-type: none"> Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning. 	

Level	Mark	Descriptor (A04)
	0	No rewardable material
Level 1	1–2	General and descriptive <ul style="list-style-type: none"> Makes no connections between the data.
Level 2	3–4	Broad understanding <ul style="list-style-type: none"> Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	Clear understanding <ul style="list-style-type: none"> Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	Consistent application <ul style="list-style-type: none"> Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.
Level 5	9–10	Discriminating application <ul style="list-style-type: none"> Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

Section B: Language and Identity

Indicative content

Question 2

Text D

This company presents itself as light hearted, but deeply concerned about environmental issues and 'passionate' about the quality of their products:

- the written text appearing on a bottle of cleaning fluid is quite close to spoken mode, mimicking aspects of informal conversation 'hello, we're method'
- identity as a cleaning company is reinforced with the field of cleaning - 'spray', 'wipe', 'elbow grease', 'soap scum'
- environmentally-friendly identity suggested by field of environmental science - 'biodegradable', 'non-toxic', 'environmental quality'. Also, through the phrases 'fight to make our planet a better place', 'without doing harm to...'. The inclusive use of 'Our planet' suggests they expect their readers/users to share a similar outlook and identity
- moral integrity and lofty intentions suggested by religious language - 'fight the good fight', 'passionate believers'. Tries to suggest a strong sense of 'mission' inviting the reader to join a 'campaign' to make the world a cleaner place
- a gender neutral identity created as although product stereotypically targets women, and some references ('spa' and 'rainbows') reinforce feminine stereotypes, other references 'power', 'fight', 'put the hurt on dirt', could have more masculine appeal
- relaxed informal tone created through the use of elision, 'we're', 'it's', with synthetic personalization in 'we'
- one function of the language is to sell the product to anyone picking it up in a store: a friendly identity is created with the direct address to the buyer/reader 'in your hand you hold' and non-lexical interjection – 'psst'; also, usual features of advertising with the playful use of language/memorable rhyme 'hurt the dirt' and slogans 'find another use for your elbow grease'
- another function is to endear the company to anyone who has already bought the product, and therefore are likely to already be sympathetic to the company's unconventional identity: unconventional capitalisation (capital letters for copyright items only) suggests rebellious attitude to social norms and the incorporation of poetic/surrealistic image 'smell like rainbows' suggests an expectation that audience would be comfortable with this 'spiritual' identity
- the message to the customer, 'we believe that anywhere you wear a towel should remind you of a spa', creates an image of luxury. The imperative 'find another use for your elbow grease' develops the message that life will become easier by using this product. This identity is foregrounded by the larger font size. The independent 'quirky' nature of the company is also reinforced by the use of a speech bubble spoken by a bath tub
- confident in their product: 'spray, wipe, stand back and admire'.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)		
	0	No rewardable material		
Level 1	1–5	Recalls information <ul style="list-style-type: none"> • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context. 		
Level 2	6–10	Broad understanding <ul style="list-style-type: none"> • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped. 		
Level 3	11–15	Clear understanding <ul style="list-style-type: none"> • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning. 		
Level 4	16–20	Consistent application <ul style="list-style-type: none"> • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. 		
Level 5	21–25	Discriminating application <ul style="list-style-type: none"> • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. Discriminates when making links to construction of meaning. 		

Write your name here

Surname	Other names
---------	-------------

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

English Language

Advanced Subsidiary

Paper 2: Child Language

Sample assessment materials for first teaching
September 2015
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.

Turn over ►

S47543A

©2014 Pearson Education Ltd.

1/1/1/1



PEARSON

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 1 = 20 marks)

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Area with horizontal dotted lines for writing.

(Total for Question 2 = 30 marks)

TOTAL FOR PAPER = 50 MARKS

Pearson Edexcel Level 3 GCE

English Language

Advanced Subsidiary

Paper 2: Child Language

Sample assessment materials for first teaching
September 2015
Source booklet

Paper Reference
8EN0/02

Do not return this source booklet with the question paper.

Turn over ►

S47543A

©2014 Pearson Education Ltd.

1/1/1/1



S 4 7 5 4 3 A

PEARSON

BLANK PAGE

CONTENTS

	Page
English Phonemic Reference Sheet	4
Text A – written text by Georgia aged 7	5
Text B – transcription of Eleanor interacting with her relatives at home aged 22 months	6
Text C – transcription of Eleanor interacting with her relatives at home aged 26 months	7
Text D – transcription of Eleanor interacting with her relatives at home aged 3 years 6 months	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:

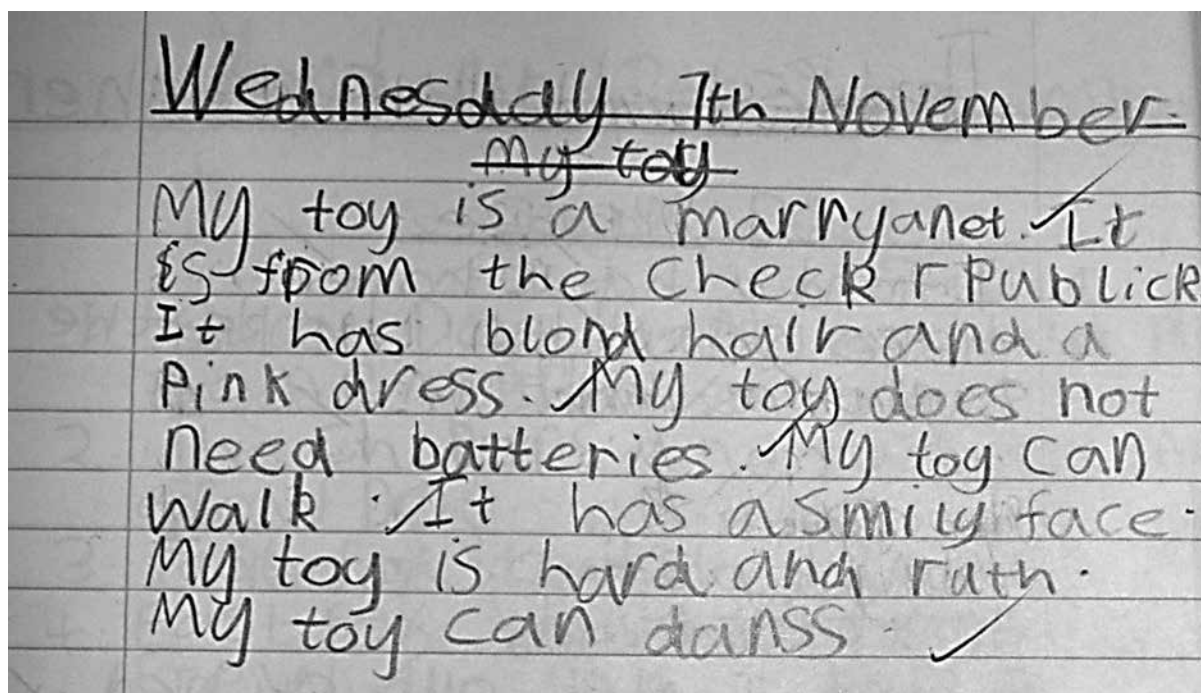
Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

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 is written by Georgia (aged 7) and was produced at school. She is describing a toy.



Typed version

My toy is a marryanet. It
is from the check rPublick.
It has blond hair and a
Pink dress. My toy does not
need batteries. My toy can
walk. It has a smily face.
My toy is hard and ruth.
My toy can danss.

Texts B, C and D

These texts are all examples of Eleanor interacting with her relatives at home.

KEY

E = Eleanor	M = mother	G = grandmother
[] paralinguistic features	/_/_/ key phonemic transcription*	(.) micro pause
(3) longer pause (number of seconds indicated)	? rising intonation	// overlapping/simultaneous speech

* The English Phonemic Reference Sheet has been included to help you understand the key phonemic transcriptions.

Text B

Aged 22 months

M: it's granny say hello granny Eleanor

G: hiya Eleanor

M: say hello say hiya

G: hiya

E: hello granny /ləʊ gwæni/ cuddle /kʌdu/ granny /gwæni/ cuddle yoghurt /dɒgɜt/
[points at fridge]

M: do you want some yoghurt? have some more stew

E: [shakes head] finished have some [points at M's plate]

M: that's mummy's this is yours this is Eleanor's

E: help [holds out bowl]

Text C

Aged 26 months

G: hello Eleanor

E: hello granny /ləʊ gwæni/

G: what are you doing?

E: riding bike and /ən/ buggy

G: are you riding your bike and your buggy

E: yes /je/ (5) and go swings park and /ən/ feed the /ə/ ducks

G: you're going to the swings park? and feeding the ducks?

E: yes (5) bye bye granny OK see you later

Text D

Aged 3 years 6 months

E: sheep the /dʒ/ sheeps the /də/ goat and the /ðə/ dogs

M: right

E: in to the /ðə/ box

M: oh are you not going to have sheep on your farm

E: no

M: why

E: I don't want to

M: why not?

E: because (1.0) it's my animals and I an I maked the decision /dɪfɪzn/

M: oh yeah that's true

E: But /bʊt/ I don't want (.) sheep

M: OK

E: or a goat

M: but I thought you liked lambs

E: no they're sheep

M: right

E: but /bʊt/ (.) I don't want sheep on the farm

M: OK so what animals have you got on your farm

E: I got pigs cows horses /hɔːsɪz/ and ducks (0.5) and cows

BLANK PAGE

Source information

Texts A to D: private text and transcripts – permission obtained for use

Paper 2 Mark scheme

Indicative content

Question 1

Text A

Students must demonstrate critical understanding of the concepts and issues relevant to an analysis of Georgia's spelling. They must also adapt their writing style to meet the demands of the task. A simple essay response identifying features without explanation is not sufficient. The candidate must include examples to show how and why the child writes as she does. It is expected that students focus on what Georgia can do, as well as the 'virtuous errors' she makes.

Candidates are expected to consider the effect of learnt spelling strategies and the influence of learnt reading strategies ('phonics') on Georgia's spelling. They might also consider expectations for the writing ability of children Georgia's age. Children are likely to be taught the relationship between certain phonemes and graphemes at an early age. Until they become aware of the irregularities in the system they are likely to over extend this information and spell new or unfamiliar words using established patterns or phonological strategies (a 'sounding out' approach):

- 'blond' (blonde) – Georgia omits the final <e> which is silent in the pronunciation
- 'smily' (smiley) – Georgia may have sounded this word out to aid with her spelling as she produces five graphemes. She is aware of the role of the grapheme <y> in words ending /i/ and the fact she does not end in an <e> or <ee> probably shows the influence of literacy teaching. However, she is not aware of the variant form <ey>
- 'ruth' (rough?) – as the meaning of this cannot be pinpointed with certainty, award any reasonable exploration of this word
- 'danss' (dance) – this probably shows a mix of phonological and pattern-based spelling as the four phonemes are represented with five graphemes. Georgia avoids the purely phonological approach of representing the final sound with a single /s/ and instead uses a double consonant which she may have seen represent this sound and may have been taught in schools (for example, words ending '-ness')
- words that show foreign influence in their orthography present a significant challenge as the spelling often differs significantly from expected patterns – 'marryanet' (marionette), 'Check rpublick' (Czech Republic). She applies her prior knowledge of how to represent a /tʃ/ sound gained from words such as 'church' and represents the final /k/ using a pattern she will have seen established elsewhere. She repeats this strategy for the final part of 'republic', demonstrating consistency but also showing that she has not yet learned the variant ways of representing this sound in the final position. She also seems to have applied a phonological approach to this word as she has omitted the <e> after the initial consonant.

There are a number of words that are spelled in the standard way that may be used to illustrate the skills that Georgia has grasped. These could include:

- 'walk' – Georgia represents the final /k/ standardly (this can be compared with the final /k/ in other examples). She shows significant deviation from phonology in that she represents the medial vowel /ɔ/ standardly, including the silent <l>

- 'batteries' – she uses a double consonant after a short vowel. As the second consonant is silent in speech this demonstrates that Georgia is not solely dependent on sound and is aware of some spelling patterns. (She over extends this rule in her representation of marionette.)

A05

Candidates are expected to produce their response in a style and register suitable for the audience (students) and function (inform and explain). Such features may include but are not limited to:

- predominantly formal Standard English lexis grammar
- adapting syntax to foreground important areas of discussion (e.g. adverbials)
- use of appropriate lexical field for knowledgeable audience
- standard use of punctuation (including apostrophes)
- discourse markers to shape the discussion and perhaps give some elements of spoken language to create a relationship with the audience
- use of short paragraphing to aid reader attention
- use of a greeting/sign off as the article is part of a series.

It is not necessary to mimic the format of a magazine (columns etc.) but it is likely that most students would include a heading of some sort.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		A02 = bullet point 1	A05 = bullet point 2
Level	Mark	Descriptor (A02, A05)	
	0	No rewardable material	
Level 1	1-4	Recalls information/low skills <ul style="list-style-type: none"> • Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Writing is uneven with frequent errors and technical lapses. Shows limited understanding of requirements of audience and function. Presentation of data is formulaic and predictable. 	
Level 2	5-8	Broad understanding/general skills <ul style="list-style-type: none"> • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Writing has general sense of direction, with inconsistent technical accuracy. Shows general understanding of audience and function. Some attempt to craft the presentation of data, with general elements of engagement. 	
Level 3	9-12	Clear understanding/skills <ul style="list-style-type: none"> • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Writing is logically structured with few lapses in clarity. Shows clear understanding of audience and function. Clear awareness of appropriate presentation of data, with some engaging and original elements. 	
Level 4	13-16	Consistent application/skills <ul style="list-style-type: none"> • Shows consistent understanding of concepts and issues. Consistently applies this understanding to the data. • Writing is effectively structured and consistently accurate. Consistently applies understanding of audience and function. Presents data in an original and consistently engaging manner. 	
Level 5	17-20	Discriminating application/controlled skills <ul style="list-style-type: none"> • Shows understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Writing is controlled and confident throughout, with consistent accuracy. Demonstrates discriminating understanding of audience and function. Crafts data in an assured and original response. 	

**Indicative content
Question 2**

	Text B	Text C	Text D
PHONOLOGY	<ul style="list-style-type: none"> substitutes phonemes she finds easy for ones she finds difficult. She omits the post alveolar /r/ and favours the bilabial /w/. Generally, bilabial sounds are among the first acquired uses a rising intonation on 'granny'. This may be an attempt to change the function of the utterance – something she cannot yet do with grammar as she is only just moving into the two-word stage 	<ul style="list-style-type: none"> still unable to produce the initial syllable in 'hello' still substitutes /w/ for /r/ in 'granny' pronunciation of 'and' shows both elision and reduction. This could be developmental or influenced by the pronunciation of others. Her grandmother seems to model the standard pronunciation for her deletes the phoneme /ð/ children find this phoneme difficult to produce and it is typically a later acquisition 	<ul style="list-style-type: none"> achieves standard form of the determiner 'the' after initially substituting the alveolar plosive /d/ pronunciation of 'but' may indicate a northern accent pronunciation of the plural form 'horses' shows a vowel change. Such diminutive forms are associated with early nouns omits the unstressed syllable from the end of 'hello'. This is common at this age and may be because these are more difficult for the child to hear in adult speech
MORPHOLOGY	<ul style="list-style-type: none"> uses the standard regular past tense morpheme <-ed> on finished 	<ul style="list-style-type: none"> uses plural morpheme <s> standardly. But these terms will rarely appear as singular 	<ul style="list-style-type: none"> regularises the verb 'to make'. She understands past tense but is not yet aware that this does not apply to all verbs and that for some, specific forms need to be learned over-generalises the plural morpheme <s> on the zero plural 'sheep'

	Text B	Text C	Text D
LEXIS	<ul style="list-style-type: none"> uses the names of family members (granny), food (yoghurt) and the names of common actions (cuddle). Words from these semantic fields are commonly associated with the early stages of lexical development 	<ul style="list-style-type: none"> uses concrete nouns that are part of her environment, for example 'buggy' and 'swings' uses the noun phrase 'swings park' to label the park. This is likely a 'family' usage and this is confirmed by the fact that G seems to understand the reference and repeats it 	<ul style="list-style-type: none"> uses nouns from semantic field of animals/farms shows a developing concept of lexical relationships when she identifies lamb as a hyponym of sheep
SYNTAX	<ul style="list-style-type: none"> although her own grammar is limited, she seems to understand more than she can produce. Her mother uses direct imperatives to encourage her to interact, for example 'say hello...'. Her grandmother uses declaratives to model the common greeting found at the start of a conversation Eleanor has to augment her utterances with gestures as she lacks the grammar to distinguish between declarative, imperative and interrogative. Adaptive parents have to interpret these utterances and often 'check' intended meaning, e.g. 'do you want some yoghurt' her one word utterance 'help' has an imperative function 	<ul style="list-style-type: none"> use of telegraphic utterances with deleted elements shows that she is moving into this stage, e.g. 'riding bike and buggy' (missing subject/pronoun and auxiliary verb) uses the conjunction 'and' to form compound structures 	<ul style="list-style-type: none"> able to form a negative verb phrase, for example 'I don't want'. The use of the auxiliary verb shows she is moving beyond telegraphic speech can now produce full sentences for example, the SPOA structure 'I don't want sheep on the farm' some telegraphic elements still remain as she omits the auxiliary verb in 'I got cows...' she shows frequent use of the conjunction 'and' to link her nouns, possibly because she is not planning her utterance and is constantly thinking of new things to add to her list able to form a tag question, e.g. 'Oh yes there is isn't there' and will enable her to initiate turn taking in a conversation

	Text B	Text C	Text D
SYNTAX contd	<ul style="list-style-type: none"> her utterance 'have some' (constructed from verb + determiner) seems standard as adult users may omit obvious or pre-referenced nouns in conversation but here it is most likely because of her developmental stage 		
DISCOURSE	<ul style="list-style-type: none"> adults are modelling the opening adjacency pair in a conversation and are also perhaps modelling turn-taking skills 	<ul style="list-style-type: none"> gives second part of greeting (adjacency pair) without prompting ability to turn take successfully 	<ul style="list-style-type: none"> although she understands that the interrogative 'why' requires a reason, her initial answer shows that she does not realise that she has not really fulfilled her listener's needs. After prompting she constructs a fuller response using the subordinating adverbial conjunction 'because'

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)		
	0	No rewardable material		
Level 1	1–6	Recalls information <ul style="list-style-type: none"> • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context. 		
Level 2	7–12	Broad understanding <ul style="list-style-type: none"> • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped. 		
Level 3	13–18	Clear understanding <ul style="list-style-type: none"> • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning. 		
Level 4	19–24	Consistent application <ul style="list-style-type: none"> • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. 		
Level 5	25–30	Discriminating application <ul style="list-style-type: none"> • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. Discriminates when making links to construction of meaning. 		

For more information about Edexcel or BTEC qualifications from Pearson, visit www.edexcel.com or www.btec.co.uk

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE
VAT Reg No GB 278 537121