

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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Tuesday 2 June 2020

Morning (Time: 1 hour 15 minutes)

Paper Reference **9EN0/02**

English Language

Advanced

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 the question in the spaces 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 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 ►

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TOTAL FOR PAPER = 45 MARKS



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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 | 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 | | l̩ | | n̩ | |

Text A

Text A is extracts from a longer conversation between Izzy aged 3 years 6 months, her brother Zack aged 2 years 3 months, their parents and their grandfather. It was recorded in the family home.

| | | |
|--|--|---------------------------------|
| M: Mother | F: Father | G: Grandfather |
| Z: Zack | I: Izzy | /_ / key phonemic transcription |
| (.) micro pause | (3) longer pause (number of seconds indicated) | ? rising intonation |
| = latch on. No gap or pause between speech turns | // interruption or overlap | Bold stressed word |
| [_] paralinguistic feature | { _ } speech that cannot be transcribed | |

Children are playing with a kitchen play set.

F: you serving your dinner? what you having for dinner?

I: I having chips and my favourite {indecipherable} chips and /ən/ beans

F: what's in there? what you done Zack?

I: him /ɪm/ dip er (.) Zack tipping them out for me to collect (.) Zack's tipping them out for me to collect

F: are you just collecting the specials or are you collecting all of the beans?

I: I collecting all of the beans (.) all of the beans (.) all of the beans and butter /bʊti/ beans are nice but they are a bit big but they are definitely nice butter /bʊtjə/ beans (.) they are not as good as other beans but they definitely taste nice (.) beans a beans a beans a beans are nice

F: Zack what are you doing?

I: what are you doing Zack?

F: are you collecting beans too Zack? which beans are you collecting?

Z: all of /ə/ them /dem/

F: all of the beans (.) the purple ones and the spotty ones

Z: mm and I collected all of the beans and putted them onto the spoon and this a special spoon because it {indecipherable}

Children begin playing with the ball from a skittles set.

Z: catchy ball (.) catchy ball (.) hello /əʊ/ Grandad (.) hello /ləʊ/ Grandad (.) we catchy the /də/ ball together /tʊgedə/

G: are you {indecipherable}

Z: catch [throws ball at grandfather]

M: **oh**

F: **Zack**

I: I throw the ball

F: **lizzy** we are going to tell Zack not to do that as well (.) Zack (.) you don't chuck the ball at people do it gentle

M: Izzy we are not going to throw those balls for catching because they are quite hard so if you want to // throw //

I: // catchy ball // [throws ball]

M: **lizzy** (.) no

Z: mummy I just want to catch the ball into a circle

M: you can roll them on the floor in a circle (.) if you want to throw use those softer balls from there

Z: skittle

I: catchy ball (.) catch it [throws ball]

F: **lizzy** (.) **no** (.) youse must stop throwing things (.) youse are copying off each other (.) stop throwing hard things // at people //

Z: // catch ball // [throws ball]

F: **no** (.) **Zack** (.) we're going to **stop** chucking those balls=

I: = catch ball [throws ball]

F: **lizzy** (.) I know that Zack was getting attention for chucking but you **don't** do everything Zack does

I: no Daddy

F: what's that you got?

I: these skittles

F: skittles (.) how do you play skittles

I: you stand skittle up

F: uhuh

I: then you **get** the ball (2) then you **roll** it on the ground and then you **knock** it over

F: Zack (2) can you put the skittles together so we can play the game? (5) how do the rest of them go?

Z: youse stand them /əm/ up and then throw /frəʊ/ ball at them /dem/

[Zack and his father begin setting up the skittles game]

Z: I no want that because /kɒz/ there's balls and er not to leave it out when nobody's looking because you might get ill

F: so what are we looking for?

Z: some teeny tiny balls

F: is it a bouncy ball?

Z: er no er it a tiny ball (.) the person who // {indecipherable} //

F: // is that it? // under there [points under sofa]

Z: my ball

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Sources:

Text A: taken from a transcript of Izzy, aged 3 years 6 months, her brother Zack, aged 2 years 3 months, their parents and their grandfather.