

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Pearson Edexcel		Centre Number	Candidate Number
Level 3 GCE			
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 ►

P62028A

©2020 Pearson Education Ltd.

1/1/1/1/1



Pearson

Read Text A in the source booklet before answering Question 1 in the space provided.

- 1** Analyse how the features of the children's language at this stage of their development allow them to participate in family interactions.

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

(45)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR PAPER = 45 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



P 6 2 0 2 8 A 0 1 1 1 2

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE

Tuesday 2 June 2020

Morning (Time: 1 hour 15 minutes)

Paper Reference **9EN0/02**

English Language

Advanced

Paper 2: Child Language

Source Booklet

Do not return this Source Booklet with the question paper.

Turn over ►

P62028A

©2020 Pearson Education Ltd.

1/1/1/1/1



Pearson

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		ŋ̩	

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: lizzy 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

BLANK PAGE

BLANK PAGE

BLANK PAGE

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.