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**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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English Language

Advanced

Paper 2: Child Language

Tuesday 20 June 2017 – Morning

Time: 1 hour

Paper Reference

9EN0/02

You must have:

Source Booklet (enclosed)

Total Marks

| |
|--|
| |
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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 Text A on pages 4-6 of the Source Booklet before answering Question 1 in the space provided.

- 1 Analyse how the children's language at this stage of their development allows them to engage and interact with each other and their parents.

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)

TOTAL FOR PAPER = 45 MARKS



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Pearson Edexcel Level 3 GCE

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Do not return this Source Booklet with the question paper.

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CONTENTS

| | Page |
|---|-------------|
| English Phonemic Reference Sheet | 3 |
| Text A – Transcript of Ben and James interacting with their parents and each other | 4 |

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 is a transcript of a conversation between Ben (aged 5 years), his brother James (aged 3 years) and their parents. It was recorded in the family home. At the start of the transcript, James is talking to his mother and father while his brother plays with a variety of Star Wars toys.

KEY

| | | |
|-----------------|--|------------------------------|
| M: Mother | F: Father | J: James |
| B: Ben | [_] paralinguistic feature | / _ / phonemic transcription |
| (.) micro pause | (3) longer pause (number of seconds indicated) | ? rising intonation |

M: James (.) can you tell me what happened at school?

J: Josh threwed /frəʊd/ sand on Oscar /ɒskæ/ and erm (2)

M: did Oscar tell the teacher?

J: yes (.) I /æ/ told him (.) I /æ/ told the /də/ teacher /ti:tʃæ/

M: did it go in his eyes?

J: yes /je/ (.) all over his hair (.) and /ən/ on his uniform

M: oh (.) he didn't even cry?

J: yeah

M: I think that Oscar's brave (.) do you?

J: no (.) no he not

F: he's not brave? (.) why? (2) because /kɒz/ he cried?

J: mm

M: what would you have done?

J: er (.) just (.) just (.) I did (.) I did nothing /nʊfɪn/ (.) Josh my friend

M: is he your best friend?

J: Josh and Oscar and you know Theo /fi:əʊ/ goes (.) Theo goes to my school but he go in the younger class

M: why?

J: because /kɒz/ he does

F: but I thought Theo was older?

J: he older in the /dæ/ older class

M: oh (.) do you ever see him at school?

J: they got an older class at our school so Theo's in old (.) he's in our school (.) Theo

M: do you ever see Theo?

J: I saw Theo when (.) it was (.) when I (.) when I went to Oscar's house (.) and (.) erm (.)

B: daddy (.) daddy (.) why is there a red light? [shows father a Darth Vader figure with a light in its chest]

F: I don't know

B: see what I mean (.) my tummy glows red (2) how do you switch it off?

M: it just stops (5)

[noise of children playing]

J: [picks up action figure] I I have a go to stop you (.) I have to stop you

B: no (.) no no (.) no you help me

J: I help you (.) I a stormtrooper /stɔ:mtrʊp/

B: I know (.) red guards (.) red guards (3) I going /gəʊwɪŋ/ to be Darth /dɑ:/ Vader (.) get your helmet back on

J: OK

B: you can have these other stormtroopers to help Darth Vader (.) you know what I mean (.) it's a red light that says /sez/ that says /seɪz/ you're bad luck

J: who are you?

B: I Darth /dɑ:/ Vader (.) you help me don't you stormtroopers /stɔ:mɪz/

J: we your servants /sɜ:vɪts/ (.) we are your servants /sɜ:vɪts/

B: OK (.) OK I want you to destroy (.) the new (.) erm erm (.) destroy (.) Luke Skywalker

J: OK (.) your servants (.) we your servants (.) we is in your service /sɜ:vɪs/ (.) we are in your service (8)

[indecipherable. Children talking over each other]

B: I said (.) are you doing (.) what I asked you (.) to do?

J: OK (.) can you /jə/ fly? (.) can you fly?

B: I can jump up high

J: can (.) can you jump /dʒʌmpt/ up to us? (.) you jump higher and higher
Darth Vader

B: no I can't

J: why?

B: but I can jump very high (.) see what I mean? take (.) take your helmet off

J: can't take /tek/ off helmet (.) it stuck to my head (.) can I? (.) I not take my helmet off
can I?

B: no (.) no you can't (.) you got chicken pox

F: not any more he doesn't

B: not any more (.) and stormtroopers (.) I said you needed to do something (.)

J: put helmet on (.) destroy new Luke Skywalker

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