

Write your name here

Surname	Other names
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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

Sample assessment materials for first teaching

September 2015

Time: 1 hour

Paper Reference

9EN0/02

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 the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 45.
- 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.
- Check your answers if you have time at the end.

Turn over ►

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

- 1 Analyse how Thomas and his parents use language to interact with each other and the role this could have in shaping language development.

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

(45)

[illegible]

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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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PEARSON

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		ŋ	

Text A

This is a transcript of a conversation between Thomas (aged 4 years) and his parents. It was recorded in the family home. Thomas has been away from nursery because of a minor illness. At the start of the transcript he is playing with a model bus.

MARK KEY

F = Father	T = Thomas	M = Mother
//overlap	[] paralinguistic features	/_/ key phonemic transcription*
(.) micro pause	(3) longer pause (number of seconds indicated)	? rising intonation

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

F: so (.) how are you today?

T: mm brilliant /ɪljənt/

F: did you say you are not feeling very well?

T: erm (.) I said (.) I (.) am /æm/ (.) am feeling /fiwɪŋ/ well

F: what's wrong with you today?

T: erm (.) nothing

F: why have you opened the door?

T: so people can go inside

M: that's a good idea isn't it?

F: yeah

T: yeah

F: did you change anything else?

T: yes (.) I change /ʃeɪn/ that /dat/

F: OK (.) what's that?

T: that ste (.) that's steering wheel

F: have you got a driver there?

T: yeah (.) tiger

M: you haven't got any children on it (1) have you?

T: nos /f/ (.) nos /f/ (.) no not yet

F: are you going to put children on it after

T: yeah I am (.) it not started up /ʌp/ yet because /kɒz/ we /we/ just /dʒʊs/ getting ready /wedi/ and getting /getɪŋ/ our /wə/ coats on so him looking /lʊkɪn/ for a seat (14)

F: Thomas (.) Thomas (.) do you want to read?

T: yes

F: erm (.) tiger who came to tea what happens in that one

T: it erm the tiger (2)

F: what did he do? (4) did he eat everything in the house?

T: I don't know

F: would you like a tiger to come in?

T: no /nə/

F: why not?

T: o you /u:/ mean my little /ɪkəl/ house?

F: come in your little ho//

T: //yes

F: would there be room? (3)

T: yeah

F: would you (.) what would you do with a tiger? (.) would you give him anything to eat?

T: there lots /rɒts/ of (.) there /deə/ is (.) there /weə/ is (.) there /deə/ is lots /wɒts/ of space for a t- (.) tiger but /bə/ the /dæ/ roof /wu:f/ is not long enough

F: there's lots of space but the roof's not long enough?

T: yes but there is a lot /wɒt/ of space//

F: //in the house

T: yeah

F: what would you give the tiger to eat?

T: I would /wʊd/ give /gɪ/ him roast /wəʊst/ beef microwaved /maɪweɪv/ roast beef

F: microwaved roast beef? right (.) that's interesting (.) do you think it's a good book to read?

T: yes

F: why (3)

T: er

F: what is it that you like about it?

T: the tiger (.) the tiger that camed through the door

F: do you think tigers come through the door like that?

T: yes

F: what are you doing tomorrow? are you going to nursery?

T: yes going to nursery

F: I thought you were staying at home because//

T: //well I are staying /steɪɪŋ/ at home /həʊ/

F: you'll miss nursery but you can't go when you have a cold (.) what are you going to do now?

T: yust (.) just /dʒʊs/ go bed

Source information

Text A: private transcript – permission obtained for use

