

**Pearson Edexcel Level 3 GCE**

**Wednesday 15 May 2019**

Morning (Time: 1 hour 30 minutes)

Paper Reference **8EN0/02**

**English Language**

**Advanced Subsidiary**

**Paper 2: Child Language**

**Source Booklet**

**Do not return this Booklet with the question paper.**

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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

This text was written by Olivia (aged 5 years and 8 months) and was produced at school. She was asked to produce some descriptive writing.

A typed version of the data is provided as a guide only. Some aspects of the typed text have been standardised.

**Refer to the original text for specific language features.**

L.O: To use my senses to generate ideas for descriptive writing.

on my whale ride I went to  
mars. the big, bright and  
gleaming moon floating in sky  
aliens singing and talleing  
They sound ed very squeaky.

Super adjectives to describe space 😊

#### Typed version

On my whale ride I went to  
mars. The big, bright and  
gleaming moon floating in sky  
aliens singing and talleing.  
They sound ed very squeaky.

#### Glossary

L.O. – learning objective

### Text B

*This is a transcript of a conversation between a mother and her son, Lucas (aged 24 months). It was recorded in the family home. They are playing with building blocks and toy animals.*

#### Key

M = mother L = Lucas	(.) = micro pause (less than a second)	(3) = longer pause (number of seconds indicated)	/_ / = phonemic transcription
[ _ ] = paralinguistic feature or other action	? = rising intonation		

L: back /bæ/ on

M: you want to put the window back on

L: window /wɪn/ (1) window /wɪn/

M: yeah (.) OK (.) we'll put it back on

L: put /pʊ/ on /ɒn/

M: there we go (.) right it's back on now

L: oh no

M: oh no (.) what did mam do?

L: sheep /ʃi:/ fall down /fɔdaʊ/

M: the sheep fell down?

L: sheep fall down

M: oh the sheep fell down (.) shall we put these ones back on?

L: these /di:z/ ones /wɒn/ back on

M: what is it? (2) what is this?

L: door

M: the door (.) OK where does it go?

L: door

M: where does the door go?

L: door

M: there

L: put one door

M: put it there (.) right there we go (1) and this one?

L: oh [trying to fix the door]

M: can you do it?

L: (3) do it /ɪ/

M: you can do it (2) just put it there like that

L: [grunts with frustration]

M: oh (.) right (.) two seconds (1) there (.) now it's done

L: oh (2) | /æ/ catch sheep

M: you're going to catch the sheep (.) OK

L: catch /kæʃ/ sheep

M: what's sitting on the sheep?

L: catch sheep

M: you want to just catch the sheep? OK

L: catch sheep (1) catch sheep

M: what are you going to catch it with?

L: moo cow (.) moo cow

M: you're going to catch the sheep with the moo cow?

L: it stopped

M: what's stopped?

L: moo cow stopped (1) catch me

M: you want me to catch you?

L: catch you (.) | /æ/ catch you

M: you catch me (.) OK

L: oh broke /prəʊk/

M: is it broke? (3) shall we put it back on?

L: [gasps]

M: what have you done?

L: moo cow on there /θɪŋjeə/

M: it's on there? (.) on the bricks?

L: (4) it jump /dʒʌmp/

M: it's jumping? cows don't jump (1) what do cows do? (2) Lucas what do cows do?

L: (1) moo



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Sources taken/adapted from: Texts A and B are private texts.  
Permission obtained for use.

