

**Paper Reference(s) 8EN0/02**

**Pearson Edexcel Level 3 GCE**

**English Language  
Advanced Subsidiary  
Paper 2: Child Language**

**Wednesday 15 May 2019 – Morning**

**SOURCE BOOKLET**

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QUESTION PAPER.**

**CONTENTS**

	<b>Page</b>
<b>English Phonemic Reference Sheet</b>	<b>3–4</b>
<b>TEXT A – descriptive writing produced by Olivia aged 5 years and 8 months</b>	<b>5–6</b>
<b>TEXT B – transcript of a conversation between a mother and her son aged 24 months</b>	<b>7–10</b>

# ENGLISH PHONEMIC REFERENCE SHEET

Vowels					
<b>kit</b>	<b>dress</b>	<b>trap</b>	<b>lot</b>	<b>strut</b>	<b>foot</b>
ɪ	e	æ	ɒ	ʌ	ʊ
<b>letter</b>	<b>fleece</b>	<b>cart</b>	<b>thought</b>	<b>goose</b>	<b>nurse</b>
ə	i:	ɑ:	ɔ:	u:	ɜ:
<b>Diacritics /:/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.</b>					

Diphthongs							
<b>face</b>	<b>goat</b>	<b>price</b>	<b>mouth</b>	<b>choice</b>	<b>near</b>	<b>square</b>	<b>cure</b>
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

(Continues on next page)

(Turn over)

Consonants					
<b>pip</b>	<b>bid</b>	<b>tack</b>	<b>door</b>	<b>cake</b>	<b>good</b>
p	b	t	d	k	g
<b>chain</b>	<b>jam</b>	<b>fly</b>	<b>vase</b>	<b>thing</b>	<b>this</b>
tʃ	dʒ	f	v	θ	ð
<b>say</b>	<b>zoo</b>	<b>shoe</b>	<b>treasure</b>	<b>house</b>	<b>mark</b>
s	z	ʃ	ʒ	h	m
<b>not</b>	<b>sing</b>	<b>lot</b>	<b>rose</b>	<b>yet</b>	<b>witch</b>
n	ŋ	l	r	j	w
<b>Glottal stop</b>		<b>Syllabic /l/ bottle</b>		<b>Syllabic /n/ fatten</b>	
ʔ		l̥		n̥	

(Texts begin on next page)

(Turn over)

**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.**

**(Continues on next page)**

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 on next page)

(Turn over)

**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**

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

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(Turn over)

**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) I /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 (.) I /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 /ɒnjeə/**

**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**