Mark Scheme (Results)

October 2020

Pearson Edexcel GCE Advanced Subsidiary

In English Language (8EN0_02)

Paper 2: Child Language

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Paper 2 Mark scheme

Indicative content

Question 1

Text A

Candidates must demonstrate understanding of the concepts and issues relevant to Jacob's ability to produce instructive writing and his development of written language.

They must also adapt their writing style to meet the demands of the task. A simple essay response is not sufficient for achievement of AO5.

The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks.

Candidates should also make reference to theories associated with child language development and how the language in the data supports these theories or challenges them.

Syntax:
• Jacob uses imperatives only, showing an understanding of instructional language
• he uses simple sentences for most of his instructions
• all verbs are in present tense
• noun phrases are modified using factual adjectives.

Graphology:
• there is one capital letter, the rest are lower case
• Jacob makes attempts at cursive writing
• there are some inverted numbers and one inverted grapheme
• he largely uses appropriate spacing.

Orthography:
• Jacob adopts a phonological approach to some spellings
• he shows awareness of phoneme/grapheme correspondence
• there is variation in his use of the <ck> digraph
• he shows independence from phonology in his spelling of 'inventory'.

Lexis:
• lexis is specific to the field of Minecraft games, for which there is a level of assumed shared knowledge between the writer and readers.

Discourse:
• each instruction is placed on its own line
• the instructions are sequential and follow an order
• use of second person pronoun shows awareness of audience
• pronoun referencing demonstrates Jacob's awareness of shared contextual understanding, e.g. 'place it down'.

AO5

Candidates are expected to produce their response in a style and register suitable for the mode (multi-modal), audience (parents/non-specialist and specialist) and function (explain/analyse). Such features may include but are not limited to:

- a semi-formal, academic register with some informal, colloquial language
- use of direct address or other methods of engagement
- use of deictic devices to signpost or reference data
- some definitions and examples of complex terminology and concepts to aid non-specialist audience
- clear, cohesive structure identifying key features of literacy.

These are suggestions only. Accept any valid interpretation of the data and the requirements of the task.

		Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.	
		AO2 = bullet point 1	**AO5 = bullet point 2**
Level	**Mark**	**Descriptor (AO2, AO5)**	
	0	No rewardable material.	
Level 1	1–4	**Recalls information** • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Writing is uneven with frequent errors and technical lapses. Shows limited understanding of requirements of audience and function. Presentation of data is formulaic and predictable.	
Level 2	5–8	**Broad understanding** • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Writing has general sense of direction, with inconsistent technical accuracy. Shows general understanding of audience and function. Some attempt to craft the presentation of data, with general elements of engagement.	
Level 3	9–12	**Clear understanding** • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Writing is logically structured with few lapses in clarity. Shows clear understanding of audience and function. Clear awareness of appropriate presentation of data, with some engaging elements.	
Level 4	13–16	**Consistent application** • Shows consistent understanding of concepts and issues. Consistently applies this understanding to the data. • Writing is effectively structured and consistently accurate. Consistently applies understanding of audience and function. Presents data in a consistently engaging manner.	
Level 5	17–20	**Discriminating application** • Shows understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Writing is controlled and confident throughout, with consistent accuracy. Demonstrates discriminating understanding of audience and function. Crafts data in an assured and creative response.	

Indicative content

Question 2

Candidates should focus their response on:
- the ways in which the siblings interact with each to develop the story
- the language features shown by the children
- the strategies and techniques used by the children to create their fairy-tale.

The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks.

Candidates should make reference to theories associated with child language development and how the language in the data supports these theories or challenges them.

Phonology:
- both children show evidence of substitution and deletion, neither of which causes any issues with the quality of communication
- Ava shows evidence of de-voicing on some phonemes, e.g. the fricative /v/ in 'very', alveolar /z/ in 'swings'
- both children show evidence of consonant cluster reduction, e.g. 'just' /dʊs/, 'friends' /fendz/
- both children show evidence of casual speech, e.g. 'because' /kɒz/
- Ava shows evidence of a regional accent.

Morphology:
- Ava over-extends the regular past tense inflection <-ed> on irregular verbs, e.g. 'getted'
- both children use past tense inflections on verbs, e.g. 'wanted', 'played' showing awareness of tense in storytelling.

Lexis:
- both children have the necessary semantic fields to describe the developments in the story.
- Josh uses idiolect, e.g. 'huggle'.

Syntax:
- Ava omits some function words, e.g. 'it was nice and sunny morning'
- Josh shows some preposition confusion, e.g. 'ahead to me'
- Josh shows some evidence of time confusion when developing the story on his turn, e.g. 'now she wanted to play on her white bicycle'
- Ava shows evidence of ellipsis to control the flow of the story, e.g. 'your turn'
- both children use modifiers to add description to nouns
- Ava uses a wider range of adjectives and adverbs, e.g. 'very good', 'beautiful', 'big huge'
- both children use complex verb phrases but these are more commonly used by Ava, which is indicative of her age, e.g. 'will come', 'going to go', 'was just playing'
- Ava uses modal verbs to show various outcomes including certainty and possibility, e.g. 'will', 'might'
- Ava uses coordinating conjunctions and adverbs, e.g. 'and then', to develop the story
- Ava uses a variety of sentence types including complex sentences with different subordinate clauses, e.g. 'I might go and get someone to play with in the park'.

Discourse:
- Ava uses reported speech to outline what her character says in the story. This is likely to reflect exposure to narrative structures
- Ava uses narrative conventions to begin and end the story
- both children use adjacency pairs to interact with each other, though Ava tends to initiate and Josh closes them perhaps showing Ava's dominant role
- false starts appear in both children's speech. Candidates are likely to approach this from a planning perspective
- Ava uses a vocative to inform Josh of the end of her turn and the beginning of his
- Josh overlaps Ava perhaps showing his lack of interest as the story progresses.

These are suggestions only. Accept any valid interpretation of the data based on different linguistic approaches.

Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.		
	AO1 = **bullet point 1**	**AO2 =** **bullet point 2**	**AO3 =** **bullet point 3**

Level	Mark	Descriptor (AO1, AO2, AO3)
	0	No rewardable material
Level 1	1–6	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context.
Level 2	7–12	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped.
Level 3	13–18	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	19–24	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	25–30	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.