



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE Advance Subsidiary

In English Language (8EN0)

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 be 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.

## Marking Guidance - specific

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

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
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the

descriptor bullet points

- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- 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 a critical understanding of the concepts and issues relevant to an analysis of Jasper's written language. They must also adapt their writing style to meet the demands of the task. A simple essay response identifying features without explanation is not sufficient.

The focus should be supported with examples from the data using an appropriate range of language levels and frameworks such as the effect of learned spelling, the effect of reading strategies such as phonics on Jasper's spelling and other language features associated with writing shown by Jasper.

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

##### **Graphology:**

- there are appropriate spaces between words except for the title
- Jasper is aware of the different functions of lower and upper case letters using upper case for some proper nouns, e.g. 'Edwarde', 'Fifa 11', 'Grandmars'
- full stops are used at the end of the title and at the end of sentences
- letter forms are standard with the exception of the reversed <D> in the title
- Jasper identifies his own mistakes and signals them in the standard way by crossing out
- Jasper uses cursive writing except in the title.

##### **Orthography:**

- Jasper shows the influence of sounding out strategies, e.g. 'plad'
- Jasper is aware that the same grapheme can represent different sounds, e.g. 'gaden', 'whatcht'
- Jasper shows awareness of some silent letters, e.g. overextension of <wh> pattern in 'whent'
- Jasper's use of silent <e> is inconsistent, e.g. 'Edwarde', 'Grase'
- adds an <e> after first syllable in 'football'.

##### **Lexis:**

- Jasper's lexis reflects child's preoccupations with 'his world' of best friends, family, hobbies and passions.

##### **Syntax:**

- Jasper writes a compound sentence with four clauses linked by conjunction, 'and'
- this is followed by a simple sentence

- uses line breaks to show main clause breaks
- adverbials at the end of last two sentences add relevant detail.

**Discourse:**

- Jasper has given his work a title which identifies the genre
- personalised signature shows Jasper's willingness to claim ownership of the text, 'Jasper'
- Jasper uses first person narrative voice consistently.

**A05**

Candidates are expected to produce their response in a style and register suitable for the mode (script for a talk), audience (teaching assistants) and function (inform and explain). Such features may include but are not limited to:

- use of greeting
- use of features such as direct address and inclusive pronouns to create relationship with audience
- formal register perhaps with some informal or colloquial phrases as would be appropriate among colleagues
- discourse markers to structure the talk
- use of an appropriate lexical field for the audience
- clear exposition of aspects of the text that indicate Jasper's current development.

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

Please refer to the Specific Marking Guidance when applying this marking grid.

		A02 = bullet point 1	A05 = bullet point 2
Level	Mark	Descriptor (A02, A05)	
	0	No rewardable material.	
<b>Level 1</b>	1–4	<b>Recalls information/low skills</b> <ul style="list-style-type: none"> <li>• Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>• 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.</li> </ul>	
<b>Level 2</b>	5–8	<b>Broad understanding/general skills</b> <ul style="list-style-type: none"> <li>• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>• 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.</li> </ul>	
<b>Level 3</b>	9–12	<b>Clear understanding/skills</b> <ul style="list-style-type: none"> <li>• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>• 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.</li> </ul>	
<b>Level 4</b>	13–16	<b>Consistent application/skills</b> <ul style="list-style-type: none"> <li>• Shows consistent understanding of concepts and issues. Consistently applies this understanding to the data.</li> <li>• Writing is effectively structured and consistently accurate. Consistently applies understanding of audience and function. Presents data in a consistently engaging manner.</li> </ul>	
<b>Level 5</b>	17–20	<b>Discriminating application/controlled skills</b> <ul style="list-style-type: none"> <li>• Shows understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li> <li>• Writing is controlled and confident throughout, with consistent accuracy. Demonstrates discriminating understanding of audience and function. Crafts data in an assured and creative response.</li> </ul>	

## Indicative content

### Question 2

Candidates should focus their response on:

- Eleanor's language development
- the way Eleanor uses language to create a scenario when playing with her toys
- the language features shown by the child
- the role the interactions with her grandmother have in her play.

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 such theories or challenges them.

#### **Phonology:**

- substitutes the alveolar /r/ and favours bilabial /w/, e.g. /mæwɪd/, /pwɪns/
- substitutes /d/ for fricative /ð/, e.g. 'the /de/', 'this /dɪs /
- possible evidence of regional accent, 'make-up /meɪkʊp/
- substitutes final consonant in 'getting'
- successfully produces palatal initial affricative in /dʒeɪjəl/
- Eleanor alters her voice to represent the voices of the characters in her role play.

#### **Morphology:**

- uses inflectional morphemes to show tense and plurality, e.g. 'wants', 'bringing', 'ponies'.

#### **Lexis:**

- lexis possibly derived from children's stories she has heard or seen, particularly fairy tales, e.g. 'prince and princess', 'castle family'
- lexis from her immediate social environment, e.g. 'mummy and daddy', 'Granny and Joey'
- words connected with behaviour and emotions, e.g. 'naughty', 'cross', 'sad'.

#### **Syntax:**

- Eleanor constructs a variety of complete SVCA sentences, e.g. 'the ponies are a bit shy at the moment'
- grandmother helps Eleanor develop the narrative by asking questions and adding detail
- inclusive pronouns create sense of shared endeavour, e.g. 'we need all the ponies to come Granny'
- use of imperative, 'let's get the make-up out'.

**Discourse:**

- Eleanor dominates the discourse and makes key decisions about how the play will develop, e.g. 'no you have to do the naming'
- some of the utterances directed at grandmother have an instructional function, e.g. 'we need all the ponies to come'
- Eleanor's conclusion shows familiarity with conventional narrative markers
- unexpected switches between topics, e.g. 'burglars'.

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

Please refer to the Specific Marking Guidance when applying this marking grid.

		<b>A01 = bullet point 1</b>	<b>A02 = bullet point 2</b>	<b>A03 = bullet point 3</b>
<b>Level</b>	<b>Mark</b>	<b>Descriptor (A01, A02, A03)</b>		
	0	No rewardable material.		
<b>Level 1</b>	1–6	<b>Recalls information</b> <ul style="list-style-type: none"> <li>• Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>• Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>• Lists simple information about context.</li> </ul>		
<b>Level 2</b>	7–12	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>• Describes contextual factors and language features. Application is undeveloped.</li> </ul>		
<b>Level 3</b>	13–18	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>• Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>		
<b>Level 4</b>	19–24	<b>Consistent application</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.</li> <li>• Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>		

<b>Level 5</b>	25–30	<b>Discriminating application</b> <ul style="list-style-type: none"><li>• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li><li>• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li><li>• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.</li></ul>
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