



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
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 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.

| Question Number | Indicative content |
|-----------------|--------------------|
|-----------------|--------------------|

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|----------|---|
| 1 | <p>Text A</p> <p>Candidates must demonstrate understanding of the concepts and issues relevant to an analysis of Sam’s written language and how early literacy develops.</p> <p>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 for achievement of AO5.</p> <p>The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks.</p> <p>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.</p> <p>Graphology:</p> <ul style="list-style-type: none"> • Sam’s writing has directionality and linearity. It is scaffolded by the ruled paper • Sam has some appropriate spacing between his words • he uses appropriate punctuation • the forms of some letters are not yet standard. <p>Orthography:</p> <ul style="list-style-type: none"> • Sam adopts a phonetic/sounding out approach to many of his spellings • he shows awareness of phoneme/grapheme correspondence • some words are spelled standardly showing familiarity with form • deletion of some vowels shows emphasis placed on consonant phonemes, for example <hc s in>. <p>Lexis:</p> <ul style="list-style-type: none"> • Sam uses lexis he has heard from the story. <p>Syntax:</p> <ul style="list-style-type: none"> • Sam uses a simple sentence in each speech bubble. <p>Discourse:</p> <ul style="list-style-type: none"> • Sam uses a third person pronoun to refer back to the cave, showing awareness of cohesive devices used in narrative writing the language in the speech bubbles is appropriate to the spoken voice. |
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| <p>AO5</p> <p>Candidates are expected to produce their response in a style and register suitable for the mode (multimodal), audience (trainee teachers) and function (inform and explain). Such features may include but are not limited to:</p> <ul style="list-style-type: none"> • use of greeting/sign off • combination of formal and informal lexis and grammar • use of appropriate lexical field • discourse markers to shape the blog • language features to create a relationship with the audience. <p>These are suggestions only. Accept any valid interpretation of the data and the requirements of the task.</p> |
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Please refer to the specific marking guidance 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/low skills <ul style="list-style-type: none"> • 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/general skills <ul style="list-style-type: none"> • 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/skills <ul style="list-style-type: none"> • 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/skills <ul style="list-style-type: none"> • 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/controlled skills <ul style="list-style-type: none"> • 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. | |

| Question Number | Indicative content |
|-----------------|---|
| 2 | <p>Candidates should focus their response on:</p> <ul style="list-style-type: none"> • the ways in which the parents interact with their child, particularly the use of child- directed speech • the language features shown by the child • the development of the child's speech over the recorded period • the stages of development. <p>The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks.</p> <p>Candidates should make reference to theories associated with child language development and how the language in the data supports these theories or challenges them.</p> <p>Phonology:</p> <ul style="list-style-type: none"> • parents use rising intonation to encourage interaction • the mother emphasises some words to draw Lewis' attention to them • sounds and syllables are repeated to reinforce Lewis' pronunciation • Lewis' speech includes reduplicated syllables in the earlier transcripts • Lewis deletes or substitutes phonemes he finds difficult: /r/, /ŋ/, /w/ in the final transcript. <p>Lexis:</p> <ul style="list-style-type: none"> • Lewis shows evidence of associating word and meaning, e.g. crocodile/scream • the mother shows evidence of being an adaptive parent by interpreting Lewis' utterances • Lewis uses words from the semantic field of nursery rhymes and his environment in the final transcript. <p>Syntax:</p> <ul style="list-style-type: none"> • the parents use interrogatives/imperatives to engage Lewis in the interaction • they use dynamic verbs that are a common feature of child-directed speech • they use simple syntactic utterances and simplify some utterances • the mother uses common noun phrases to praise Lewis' vocalisations: 'good boy' • Lewis is able to use complex structures in the final transcript by replicating the nursery rhyme. <p>Discourse:</p> <ul style="list-style-type: none"> • interactive songs and word games offer prefabricated chunks of language and encourage shared interaction • timed pauses show the parents waiting for a response from Lewis, teaching him to turn-take • the mother uses vocatives to attract Lewis' attention in the earlier transcripts • the father has a short mean length of utterance in the last text to encourage Lewis to respond appropriately • the father reinforces Lewis' speech using exclamatives. <p>These are suggestions only. Accept any valid interpretation of the data based on different linguistic approaches.</p> |

Please refer to the specific marking guidance 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. | | |

