Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE Advanced Subsidiary

In English Language (9EN0_02)

Paper 2: Child Language

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

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.

Specific Marking Guidance

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.

		Please refer to the Specific Marking Guidance on page 3 when applying these marking grids.	
		AO1 = bullet points 1	**AO2 = bullet point 2**
Level	**Mark**	**Descriptor (AO1 and AO2)**	
	0	No rewardable material.	
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.	
Level 2	7–12	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data.	
Level 3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data.	
Level 4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data.	
Level 5	25–30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues.	

Level	Mark	Descriptor (AO3)
	0	No rewardable material.
Level 1	1–3	**Descriptive** • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.
Level 2	4–6	**General understanding** • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.
Level 3	7–9	**Clear relevant application** • Explains construction of meaning in data by making relevant links to contextual factors and language features.
Level 4	10–12	**Discriminating controlled application** • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.
Level 5	13–15	**Critical evaluative approach** • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

Paper 2 Mark scheme
Indicative content
Question 1

Candidates should focus on:

- the context of the language and how the child uses her knowledge of language to shape her school-based writing tasks and how successful these are
- the language features associated with writing shown by the child
- the child's ability to transfer her spoken language knowledge to written language
- the effect of learned spelling and reading strategies ('phonics') on the child's spelling
- the role of others in developing a child's literacy skills.

The focus should be supported with examples from the data using an appropriate range of language levels and frameworks. *The candidate should not use a deficit model to describe the language of the child.*

Candidates should make reference to theories associated with child language development and how the language in the data supports such theories or challenges them. Theories discussed could include reference to specialist written language theories and candidates may also adapt theories more commonly applied to spoken language.

Graphology
Text A:
- writing linked to picture
- writing not always on the line
- evidence of inverted <c> in 'chikcs'
- letters are recognisable but teacher corrects some forms
- inconsistent use of capitals
- uses exaggerated full stop.

Text B:
- the work is titled by teacher perhaps indicating whole class activity
- there are inconsistencies in spacing
- some inconsistencies with capitals but some of these such as 'pirate' may be because Emily believes these to be proper nouns
- graphemes are close to standard form but large.

Text C:
- some evidence of developing cursive script on first line
- standardising letter size but still some inconsistencies
- some inconsistencies with capitals
- inconsistent punctuation seems to have been identified by teacher.

Text D:
- developing cursive writing
- still some non-standard use of capitals and variable letter size
- largely standard punctuation.

Orthography
Text A:
- omits silent letters indicating a sounding out approach, e.g. 'lams'
- likely over-extension of learned spelling in the spelling of 'babee'
- has evidence of learned spelling strategies.

Text B:
- standard spelling of core elements of semantic field may indicate influence or recent class activities, e.g. 'pirate'
- evidence of phonetic spelling where the child has sounded out each phoneme, e.g. 'livd'
- spelling gets more non-standard towards end, perhaps indicating a loss of attention/focus.

Text C:
- standard spelling at start possibly due to these being more common words
- semantic field of food shows more non-standard spelling and inconsistency, especially on words where there are differences between sound and spelling, e.g. the representations of 'banana'. Reward any reasonable exploration of these.

Text D:
- not always consistent, e.g. 'girls' and 'gerls'
- moving beyond phonetic strategies and shows evidence of learned patterns, e.g. the standard use of <c> and <k> in 'cook'
- evidence of Emily over extending spelling patterns, e.g. her representation of final /z/ in 'girls', 'bals', etc. as <s> may have influenced her spelling of 'choose' some possible evidence of regional accent in spelling of 'didint'.

Lexis
Texts A-D:
The child is transferring her lexical knowledge from her spoken language and/or from her environment including school-based activities. Credit any reasonable comment relating to semantic field and lexical choice.

Morphology/Syntax
Text A:
- two simple sentences
- SPA and SPO structure gives necessary information for the context
- can produce coordinated noun phrases, e.g. 'chikcs and babee lams'
- use of modified noun phrase adds detail.

Text B:
- use of adverbial at start is typical story opener learned from the environment
- mainly simple sentences
- produces a compound sentence to link the two related actions of finding and taking
- no description.

Text C:
- uses three simple sentences at start
- attempts complex sentence which attracts teacher comment
- can sequence events with adverbials, e.g. 'then'
- use of first-person singular and plural pronouns to change perspective.

Text D:
- mix of compound and compound/complex sentences shows awareness of varying structures in written language
- uses conjunction 'but' to contrast ideas
- can fulfil the aims of the task with the temporal adverbs 'now' 'today' and the adverbial 'In the past'
- shows inclusivity with the use of pronouns 'everyone' and 'we'
- addresses audience through the second-person pronoun 'you'
- can use tense appropriately.

Discourse
Text A:
- communicates first-person factual details from familiar family domain
- two simple sentences
- use of coordinated noun phrase 'chicks and baby lambs' to avoid repeating subject and predicator.

Text B:
- third-person imaginative narrative with a conventional structure
- typical story opener marks a fairy tale/fictional narrative
- introduces character name at start to create relationship
- uses repetitive subject 'she'
- misses out on detail.

Text C:
- first-person account with chronological report-like structure
- reference to 'workshop' and the pronoun use implies existing shared knowledge with the reader
- sequences events for the reader.

Text D:
- attempt at more impersonal/academic writing encompassing first person plural, second person and third person
- contrasting ideas in single sentence
- uses fronted adverbial to contrast all previous statements
- audience address through second person pronoun.

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