Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE Advanced 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.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- 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.

Paper 2 Mark scheme

Question 1

Indicative content

Candidates must demonstrate understanding of the concepts and issues relevant to an analysis of Bobby's written language and his understanding of the function of letters written to Santa Claus.

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.

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.

Discourse:
- Bobby signs off his letter with the seasonal greeting: 'Happy Christmas'
- each of his requests is written on a separate line
- Bobby uses politeness strategies, e.g. the fronted adverb 'please' and the modal verb 'can'.

Orthography:
- there is some non-standard spelling, which illustrates a sounding out approach, e.g. 'wot'
- some high frequency and tricky words are spelt standardly, which could suggest input from an MKO
- variable spelling of 'please' which could suggest trial and error
- Bobby's spelling of 'have' indicates his developing phoneme/grapheme correspondence as there is an equal number of phonemes and graphemes.

Lexis:
- Bobby uses field related lexis appropriate to the lexical field of children's toys
- his use of the verb 'transform' is possibly an influence of his environmental print and lexis used by his parents.

Syntax:
- the letter contains two interrogatives and a sign off
- the interrogatives illustrate his requests rather than expectations
- Bobby uses a complex sentence which includes a relative clause to identify the specific toy he would like
- the relative pronoun is non-standard and is linked closely to non-standard spoken language influences, which indicates a possible regional dialect.

Graphology:
- Bobby's use of spacing is largely accurate and consistent
- all ascenders sit above the line
- some of his letters are slanted or reversed, and are variable in size
- there is inconsistent use of upper and lower case letter formation.

AO5

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

- predominantly standard English lexis and grammar
- use of appropriate lexis for a non-specialist audience
- a suitable structure of typically shorter paragraphs to maintain audience attention
- headings may be adopted to ensure easy navigation of the guide
- discourse markers to make transitions between points and to shape the explanations
- language features such as pronouns and some spoken language features to engage the reading audience.

It is not necessary to format the guide into columns etc. but some candidates may do this.

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/low skills** • 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** • 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** • 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** • 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** • 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.	

Mark scheme Question 2

Indicative content

Candidates should focus their response on:
- the ways in which context influences Lucas's use of language
- the language features shown by the child
- the ways in which the father engages and interacts with Lucas in an imaginative context
- his stage of development.

The focus should be supported with examples from the data, using appropriate 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.

Discourse:
- Some overlapping speech whilst they are engaged in play
- both use sound effects to develop the game playing and make it exciting
- Lucas's father models imaginative game play using actions and paralinguistic features
- paralinguistic features illustrate a number of different sounds used in the game to develop the storylines created by both speakers
- he uses imperatives to control the scenario
- Lucas's father uses interrogatives to engage and challenge Lucas in the game.

Phonology:
- there is a pattern of substitution in some consonant clusters and dental fricatives
- Lucas pronounces the affricate phoneme in 'catch' accurately
- he is variable in his production of final consonants substituting some of them for the glottal stop
- Lucas has some colloquial pronunciation in -ing verbs and some pronouns
- he shows evidence of a regional accent in his use of /æ/.

Morphology:
- Lucas uses standard morphology.

Lexis:
- Both use lexis from the field of children's cartoon characters.

Syntax:
- Lucas omits some auxiliary verbs
- he uses object pronouns instead of subject pronouns occasionally
- subject and auxiliary verb inversion in interrogative, 'when he was coming back'
- Lucas uses adverbial of reason to explain why he defeats the bad guys
- ellipsis is found in both the father's and child's speech; the child's is a factor of his acquisition.

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.		