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Mark Scheme (Results)

Summer 2017

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.

Paper 2 Mark scheme

Indicative content

Question 1

Text A

Candidates must demonstrate critical understanding of the concepts and issues relevant to an analysis of Isla's **written language** and her understanding of how form and function influence language use. 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 **Isla's** awareness of form and function and how this shapes her use of language, the effect of reading strategies, such as phonics on **Isla's spelling and other language features** associated with writing shown by Isla.

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. Theories discussed could include reference to specialist written language theories such as Vygotsky/More Knowledgeable Other, the role of environmental print and the phonics teaching method. Candidates may also adapt theories more commonly applied to spoken language, such as Halliday, behaviourism and nativism.

Graphology:

- **spacing is largely appropriate with the exception of the examples: 'they' and 'alive'.**
The adjective is probably spaced to reflect syllabic structure
- Isla has some awareness of the differences between lower and upper case letters but does not capitalise all proper nouns, **such as the example: 'camran'**
- Isla uses one punctuation mark; exclamation point, which may be linked to emotion and show her awareness of its influence on the way her audience reads the text
- there is an awareness of form with appropriate use of salutation and sign off.

Orthography:

- **Isla's spelling is largely standard throughout the text**, which is expected at this stage of her literacy
- she adopts **a phonetic approach to some spellings: 'cleen', 'bee' and 'camran'.** **There is some consistency in the use of the graphemes 'ee' to reflect the phoneme /i:/ and <c> to represent /z/**
- correction in the text shows her awareness that there is a standard to be achieved, such as **in the examples: 'because' and 'please'**, and shows her awareness that some graphemes: <c> can be pronounced differently /z/. This is likely to have been influenced by other words in her lexicon
- there is some evidence **of phonics/sounding out: <ee> in the examples 'cleen' and 'bee', 'camran'.**

Lexis:

- Isla uses the necessary semantic field to fulfil the purpose of her text, which is likely to have been influenced by her environment
- she uses emotive adjectives. Pragmatically, she could be appearing to blame the **Prime Minister for not adhering to her family's expectations.**

Syntax:

- **Isla uses the uncontracted form of the negative modal auxiliary: 'will not' to highlight** the importance of her request and the consequences of deforestation
- she uses one complex sentence
- Isla uses a mitigated imperative that begins with the politeness marker: **'please'** to hedge her request
- she uses an adverbial clause of reason to explain the effects of cutting down the **trees: 'because...'**
- Isla **splits the phrasal verb: 'cut down'** by placing the direct object between the verb and particle. This is likely to be a reflection of her spoken language
- there is a non-standard inflection: **<-s> on the verb 'clean'**, which is possibly overgeneralisation.

Discourse:

- Isla uses a formal salutation to open her letter, which reflects her understanding of the importance of the addressee
- she uses an informal sign off that is likely to be a reflection of the informal nature of the letter and perhaps suggests she has not been taught how to formally sign off
- **anaphoric reference used: 'they' to refer back to 'animals' to create a cohesive text** and show her understanding of the link between the noun and third person pronoun.

AO5

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

- use of greeting/sign off
- predominantly formal standard English lexis and grammar
- use of an appropriate lexical field for a knowledgeable audience
- possibly some non-standard punctuation to reflect speech
- signposting to refer back to previous learning/text and to recap
- discourse markers to shape the speech
- language features such as pronouns that create a relationship with the audience.

As this is a podcast (not a transcript) candidates should not mark pauses or use the IPA.

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.			
		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. 	

Indicative content

Question 2

Candidates should focus their response on:

- the language features shown by the children
- the ways in which they interact with each other, including their ability to negotiate who plays with the remaining bath toy
- the context of the language.

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. Theories discussed could include, but are not limited to, Halliday's functions, social interaction, nativism, behaviourism and Vygotsky.

Candidates should not use a deficit model to describe the development of speech.

Phonology:

- both children find some phonemes difficult to pronounce and show evidence of substitution and deletion, neither of which causes any issues with the quality of communication: **'playing'** /pleijɪn/ there is evidence of regional accent in their **pronunciation: 'love'** /lʊv/, **'squirty'** /skwɜ:ti/ **'here'** /iə/,
- both children show inconsistency pronouncing dental fricatives: /ð/ and /θ/ **shown in 'these'** /di:z/, /ði:z/, **'with'** /wɪv/
- **there is evidence of assimilation: 'that'** /zæ?/
- both children show evidence of insertion in the examples: **'amount'** /əmaʊən?/ and **'crab'** /kəwæb/.

Morphology:

- Isla overgeneralises the regular past tense inflection <-ed> on irregular verbs: **'give'** and **'hit'**, which undergo regularisation
- Jacob overgeneralises the comparative adjective by adding <-er> to form the **regularised form: 'gooder'**
- Isla uses the diminutive inflection **in 'ducky'**, which is common for bath toys and reflects age of the speaker.

Lexis:

- both children have the necessary semantic fields to describe their toys
- **Isla uses a popular children's rhyme to determine who plays with the remaining toy**
- there is some semantic **confusion when Jacob asks for the 'tortoise'**. This demonstrates his awareness of the animal shape but he cannot differentiate between the land-based and sea-based animal
- colloquial lexis is used by both children, which reflects informal nature of play.

Syntax:

- grammatical structures are largely standard; the children can use their grammatical knowledge to form a variety of clause types
- Isla uses a non-**standard relative pronoun: 'what'** in the example: **'...mine what I've got...'**
- both children use adverbial clauses of **reason when negotiating: 'so we can both**

/bəʊf/ play with /wɪv/ it', 'cos I've got three'

- both children use modifiers to add description to nouns.

Discourse:

- **Jacob rejects Isla's attempt at topic shift on two occasions, both of which relate to him hurting her**
- Isla uses **vocatives: 'Jacob'** to direct her utterances towards her brother and control his behaviour
- both children use adjacency pairs to interact with each other and enable a cooperative and cohesive conversation
- Jacob uses a pre-**request**: '[squirts water] do you want me to squirt you /jə/'
- **both children negotiate and appeal to each other's understanding of what is fair** to decide who plays with the bath toys.

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.			
	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	<p>Recalls information</p> <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	<p>Broad understanding</p> <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	<p>Clear understanding</p> <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	<p>Consistent application</p> <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	<p>Discriminating application</p> <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. 	

