



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE Advanced Subsidiary

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 first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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 this marking grid.			
		AO2 = bullet point 1	AO5 = bullet point 2
Level	Mark	Descriptor (AO2, AO5)	
	0	No rewardable material.	
Level 1	1–4	<p>Recalls information/low skills</p> <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	<p>Broad understanding/general skills</p> <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	<p>Clear understanding/skills</p> <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	<p>Consistent application/skills</p> <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	<p>Discriminating application/controlled skills</p> <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 1

Text A

Candidates must demonstrate understanding of the concepts and issues relevant to Alyssa's **development of** 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 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.

Orthography:

- there is evidence of a sounding out approach to Alyssa's **spelling**, e.g. evidence of phoneme/grapheme correspondence with some words having an equal number of graphemes to phonemes
- some silent letters are omitted and some added, e.g. 'som', 'schoole'
- Alyssa has spelled some tricky words standardly which suggests input from MKO
- most high frequency words are spelled standardly
- **Alyssa has separated the polysyllabic word 'Newcastle' into two distinct words**
- there is a non-standard spelling of the digraph <ck>, e.g. 'bac'.

Graphology:

- spacing is consistent
- most descenders sit above the line
- use of capital letters is variable with some standard use for proper nouns and start of some sentences.

Syntax:

- Alyssa uses a number of simple and compound sentences
- she begins some of her sentences with a subordinating conjunction, which creates some sentence fragments
- there is a non-**standard verb form 'done'**
- Alyssa uses past tense to achieve the function of her writing: a recount of a visit
- she uses first person plural pronouns to indicate a group of people attended the visit.

Discourse:

- Alyssa's **use of** adverbials creates a chronological structure for her recount
- pronoun use shows some understanding of context dependent language
- exophoric use of pronouns shows incomplete understanding of audience needs.

AO5

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

- aspects of a formal register with some informal use
- direct audience address
- use of some deictic devices to signpost or reference data
- definitions or examples of more complex terminology and concepts
- clear, cohesive structure appropriate to a talk.

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.

		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. 		

Indicative content

Question 2

Candidates should focus their response on:

- the ways in which the children share with each other and how they use their language to cooperate with each other
- the strategies and techniques used by the children to resolve disagreements
- the language features shown by the children.

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.

Pragmatics:

- the children show understanding of fairness and sharing by using declaratives to allocate specific toys, **e.g. 'you can have that one'**
- Amelia acts as the mediator between Joseph and Ryan and encourages Joseph to be empathetic, **e.g. 'if Ryan took something off you how would you feel Joseph?'**
- use of politeness marker **'please'** to encourage and persuade
- Joseph seeks permission from Ryan to put a toy track together using a modal **auxiliary verb 'could'**.

Discourse:

- Joseph invites Ryan to look at what he is doing using vocatives and imperatives. He **also repeats interrogatives to gain Ryan's attention**
- **the children use names to gain each other's attention**
- the children use clear turn-taking but few adjacency pairs
- there are a number of longer pauses when the children are playing, which show they are invested in their game
- Amelia takes on the adult role in her exchange with Joseph possibly mimicking adult strategies she has heard.

Phonology:

- **there is a pattern of substitution in Ryan's and Joseph's speech**
- **there is a pattern of assimilation and elision in Ryan's and Joseph's speech**
- **there is evidence of regional accent in Ryan's pronunciations**, e.g. 'just' /dʌst/
- Joseph and Amelia show evidence of R.P. pronunciation, **e.g. 'put', /pʌʔ/, 'one' /wʌn/**
- Amelia has largely standard phonology except **'something' /sʌmfɪŋ/**.

Morphology:

- all children use the present participle consistently.

Lexis:

- the children use lexis from appropriate semantic fields.

Syntax:

- first person plural pronouns are used to include each other
- Joseph uses interrogatives to question Ryan and involve him in his choice of games
- **Amelia makes a virtuous error when she regularizes the verb 'to take'**
- **Joseph and Amelia use imperatives to control each other's behavior**

- Ryan and Amelia use negation to show disagreement and understanding of the rules surrounding sharing
- Ryan consistently omits the copula.

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