



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE

In English Language (9EN0)

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.

## Marking Guidance - specific

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 met 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

### Indicative content

#### Question 1

Candidates should focus on:

- the language features shown by the child
- the interaction between the child and his mother
- the context of the language.

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 data supports such theories or challenges them. Theories discussed could include, but are not limited to, Halliday's functions, nativism, behaviourism, social interactionism and usage based theory such as the work of Tomasello and Lieven. Candidates should use language features to exemplify their points about context and theory. Candidates should use the features they identify to illustrate both the development of Isaak's speech and how this development allows him to shape his language to interact with his mother.

#### Discourse/Pragmatics

- the mother uses interrogatives to interact and prompt Isaak to expand his utterances
- only the mother uses interrogatives and the frequent use could indicate she is pushing her child to talk
- the mother often repeats her child's utterances
- the mother clarifies and models Isaak's utterances, e.g. 'pink?'
- the mother reformulates her utterances for clarity, e.g. 'what did you have before? what did you eat before?'
- Isaak does not always respond as expected to his mother's questions and sometimes unexpectedly changes topics of conversation, e.g. 'food' to 'dinosaurs'
- Isaak uses longer utterances when discussing topics he has a personal interest in
- Isaak reformulates his utterances
- Issak shows understanding of turn-taking.

#### Phonology

- Isaak shows patterns of substitution when he finds phonemes difficult, e.g. using the voiced stop /b/ in place of voiceless /p/ and fricative/stop substitution on 'with'
- Isaak shows deletion of consonant clusters, e.g. 'sprinkles'
- shows evidence of elision in his pronunciation of 'and' and 'because'

- deletion of unstressed medial vowel in 'dinosaur' and 'crocodile'
- variable deletion of initial and final syllables, e.g. 'favourite' and 'pyjamas'
- standard pronunciation of 'stegosaurus'.

### **Morphology**

- Non-standard pluralisation of mass nouns 'sweetcorn' and 'chicken'
- appears to over-extend the possessive on 'Blippi'
- majority of morphology used is standard.

### **Lexis**

- Isaak uses lexis from various semantic fields and these reflect his interests and environment, e.g. the dinosaur species
- Isaak shows evidence that he still has gaps in his vocabulary, e.g. ice cream cones, barbecue
- phrases like 'eat him up' possibly show influence of children's stories.

### **Syntax**

- some variability in the production of the copula, e.g. 'my favourite is...', 'it yummy'
- first person auxiliary of 'to be' is omitted or in contracted form. The full form is absent
- Isaak can produce expanded noun phrases, 'a big one with a long neck'
- possible attempt to contract verb 'to have' when it is main verb, 'he's a long neck'
- variable use of determiners 'the' and 'a'
- omits preposition in 'next mummy'.

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

Please refer to the Specific Marking Guidance on page 3 when applying these marking grids.

		AO1 = bullet point 1	AO2 = bullet point 2
Level	Mark	Descriptor (AO1 and AO2)	
	0	No rewardable material.	
<b>Level 1</b>	1–6	<b>Descriptive</b> <ul style="list-style-type: none"> <li>Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> </ul>	
<b>Level 2</b>	7–12	<b>General understanding</b> <ul style="list-style-type: none"> <li>Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> </ul>	
<b>Level 3</b>	13–18	<b>Clear relevant application</b> <ul style="list-style-type: none"> <li>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.</li> <li>Clear understanding and application of relevant concepts and issues to data.</li> </ul>	
<b>Level 4</b>	19–24	<b>Discriminating controlled application</b> <ul style="list-style-type: none"> <li>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.</li> <li>Discriminating selection and application of a range of concepts and issues to the data.</li> </ul>	
<b>Level 5</b>	25–30	<b>Critical and evaluative</b> <ul style="list-style-type: none"> <li>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.</li> <li>Evaluative application of a wide range of concepts and issues.</li> </ul>	

Level	Mark	Descriptor (AO3)
	0	No rewardable material.
<b>Level 1</b>	1–3	<b>Descriptive</b> <ul style="list-style-type: none"> <li>Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> </ul>
<b>Level 2</b>	4–6	<b>General understanding</b> <ul style="list-style-type: none"> <li>Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> </ul>
<b>Level 3</b>	7–9	<b>Clear relevant application</b> <ul style="list-style-type: none"> <li>Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> </ul>
<b>Level 4</b>	10–12	<b>Discriminating controlled application</b> <ul style="list-style-type: none"> <li>Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> </ul>
<b>Level 5</b>	13–15	<b>Critical evaluative approach</b> <ul style="list-style-type: none"> <li>Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> </ul>