



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In English Language (9EN0_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.

Paper 2 Mark scheme
Indicative content
Question 1

Candidates should focus on:

- the language features shown by the child
- the interactions between mother and child
- the context of the language use

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, but are not limited to, Halliday's functions, Nativism, Behaviourism, Social Interactionism and more recent research such as Michael Tomasello's Usage-based theory.

Phonology

- variable articulation of /r/ possibly due to his familiarity with this phoneme from his name, e.g. 'rocket /rɒkɪt/' and 'round /waʊn/'
- Robert shows patterns of substitution when he finds phonemes difficult, e.g. 'three /fri/'
- Robert shows evidence of reducing consonant clusters, e.g. 'spinning' and 'find'
- Robert shows clipping of final phoneme in his pronunciation of 'and' as '/ən/'

Morphology

- Robert does not produce the third person form of verbs, e.g. 'Kraken go in here'
- Robert can form the present participle to show an ongoing action
- verb 'fall' is not inflected for tense
- attempts past tense on irregular verb 'to break', e.g. 'brokt'.

Lexis

- Robert uses range of lexis from semantic field of space and space exploration imaginatively, e.g. the countdown, nouns such as 'aliens', verbs such as 'lands'.

Syntax

- Robert is producing mainly telegraphic utterances
- Robert can produce a variety of sentence structures including ASPA, e.g. 'then Kraken go in there'
- Robert is variable in his production of determiners
- Use of 'no' to form negative verb phrase, e.g. 'no playing'
- Robert does not produce the full form of the copula, e.g. 'he happy'
- There is evidence of use of contracted copula, e.g. 'that's better'
- Robert does not produce auxiliary verbs, e.g. 'he exploring space'
- Robert can produce imperatives to direct his mother, e.g. 'find block'.

Discourse

- the prompts from the mother to develop the narrative, e.g. 'are they friendly aliens?'
- Robert often repeats his mother's utterances
- the mother repeats and expands Robert's utterances
- the mother scaffolds sentences to aid Robert's response, e.g. 'where's he going? (.) to the'
- Robert is able to use vocatives to get his mother's attention.

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

Please refer to the Specific Marking Guidance 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.