



# Mark Scheme (Results)

Summer 2023

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.

## 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

The focus should be on the ways in which the child uses language to meet the purposes of the texts: **instructions, description, factual recall, narrative. Reference to the child's specific language features** should be used to explore and analyse these. As the texts were produced in the classroom the child was probably aware that the primary audience was the teacher. The analysis 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 reference to specialist written language theories and candidates may also adapt theories more commonly applied to spoken language.

#### Graphology

##### Text A-D:

- use of full stops
- letter formation is largely standard with some inverted letters and symbols
- inconsistency with size/use of capitals.

#### Orthography

##### Text A:

- standard spelling of majority of function words – probably because these are common in environment, e.g. 'the' and 'for'
- evidence of sounding out strategy on some words resulting in non-standard forms, e.g. 'wat' (wait) and 'lif' (life)
- evidence of child experimenting with spelling by following the patterns established by other words, e.g. 'for' and 'yor'.

##### Text B:

- standard spelling of majority of function words
- evidence of learned/copied spelling, e.g. 'vegetables', 'flower'
- shows consistency in use of <ee> to represent /i:/, e.g. 'spotee', may indicate that she has seen this pattern in other words. This is also seen with 'bloo' (blue) and 'hoovs' (hooves) for the /u:/ phoneme
- variable representation of /k/ sound in 'pik' (pick) 'sparklee' and 'splarlee'
- Celine confuses homophones 'main' and 'mane'.

## Text C:

- standard spelling throughout except 'chimny'. This may indicate teacher support
- standard representation of /k/ in 'because', 'like' and 'Jack' indicates a clear awareness that there are different ways of representing /k/.

## Text D:

- shows standardised use of <c>, <k> and <ck>
- variable use of double consonants, e.g. 'cold' (called), litl (little) and 'cottage'
- inverts <wh> digraph, e.g. 'hwere'
- evidence of sounding out, e.g. 'ov' (of)
- evidence of learned spelling, e.g. 'was'.

## Lexis

## Texts A-D:

- uses appropriate semantic field – probably re-enforced through class activities, e.g. verbs and nouns associated with horticulture, horses/unicorns, e.g. 'main' (mane) 'hoovs' (hooves); fairy stories, e.g. 'five magic beans' 'market'
- colloquial 'mum' in text D.

## Morphology/Syntax

## Text A:

- use of imperatives is appropriate to the genre
- use of one more grammatically complex sentence
- predicator object structures for 1-3 but uses predicator adverbial for final two sentences.

## Text B:

- use of declaratives
- mixture of simple, compound and complex sentences shows developing skills in shaping the written language
- use of adverbial of place to orientate the reader at the start and repeated throughout, e.g. 'In my garden'
- significant modification of noun to provide detailed description of unicorn
- present tense.

## Text C:

- use of declaratives
- mixture of simple, compound and complex sentences
- missing determiner in 'we got bus...' given her age and the evidence from the other texts, this is probably not developmental
- use of adverbial of reason to inform the reader, e.g. 'because there was a chimney'
- mainly shows use of simple past but one instance of progressive aspect 'was going'.

Text D:

- use of declaratives
- mainly simple sentences
- use of adverbials to create chronology, e.g. 'on the way...', 'when he got home...'
- fronted adverbial may indicate that Celine is able to manipulate the syntax of her story to front important information
- modification of noun to provide some detailed description to audience, e.g. 'litl cottage', 'old man'.

Discourse

Text A:

- audience address
- numbered list to help audience follow instructions. Final point subverts the genre possibly for humour.

Text B:

- pronoun referencing to create cohesion, e.g. '...a unicorn... She was...'
- cursory details are given in the description of the garden with more focus given to the unicorn. This possibly reflects her interests.

Text C:

- no referent for plural pronoun 'we'. External audience other than teacher would have to infer the reference
- details of the trip and who she sat next to are given equal importance
- story lacks clear chronology.

Text D:

- retelling a traditional story
- influence of the original story suggested in formulaic story opener, the sentence structures, descriptions and focused narrative progression
- use of pronoun referencing creates cohesion, e.g. 'Jack/he', 'mum/she'.

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 points 1   | AO2 = bullet point 2 |
|---------|-------|---|----------------------|
| Level   | Mark  | Descriptor ( AO1 and AO2)   |                      |
|         | 0     | No rewardable material.   |                      |
| Level 1 | 1–6   | Descriptive <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>                             |                      |
| Level 2 | 7–12  | General understanding <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>   |                      |
| Level 3 | 13–18 | Clear relevant application <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>  |                      |
| Level 4 | 19–24 | Discriminating controlled application <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> |                      |
| Level 5 | 25–30 | Critical and evaluative <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.   |
| Level 1 | 1–3   | Descriptive <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>                                |
| Level 2 | 4–6   | General understanding <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>                            |
| Level 3 | 7–9   | Clear relevant application <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>                                 |
| Level 4 | 10–12 | Discriminating controlled application <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> |
| Level 5 | 13–15 | Critical evaluative approach <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>                   |