



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In English Language (9EN0_02)
Paper 2: Child Language and Variation

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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

Candidates should focus on:

- the language features shown by the children
- the interactions between the family members
- the context of the language
- the role of others in the language exchanges.

This 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 early speech.

Candidates should make reference to theories associated with child language development and how the language in the data supports such theories or challenges them.

Candidates should use language features to exemplify their points about context and theory.

Phonology

- James shows patterns of substitution when he finds phonemes difficult
- **James shows evidence of elision in his pronunciation of 'and' and 'because'**
- James and Ben show some evidence of regional accent: 'I' /æ/, 'says' /seiz /.

Morphology

- James over-extends the regular past tense ending
- James is variable in his production of third person forms
- James shows variability in producing the standard form of the verb 'be': 'we is in your service', 'we are in your service'
- James can inflect adjectives to form comparatives
- **Ben's morphology is fully developed.**

Lexis

- the children use lexis from various semantic fields as appropriate: 'uniform', 'Darth Vader'
- Ben invents a colloquial form for stormtroopers: /stɔ:miz /.

Syntax

- both children are variable in their production of the copula: 'we your servants', 'we are your servants'
- both children are variable in their use of auxiliary verbs
- Ben uses direct imperatives to interact with his brother
- James omits some determiners
- Ben produces complex structures he may have learned as units from his parents and other adults: 'are you doing what I told you to do?'
- **James uses structures he may have heard in the media: 'we are in your service'**
- James mainly uses a variety of simple and compound sentences but he does show **some complex structures: 'I saw Theo when...'**
- James tends to use more complex structures when talking to his mother.

Discourse/Pragmatics

- parents provide scaffolding for exchanges
- James does not always **respond as expected** to his mother's questions
- **mother reformulates her utterances** when James does not respond as expected: 'do you ever see him at school?', 'do you ever see Theo?'
- **James does not always take into account his listener's needs**. He flouts Grice's maxim of quantity when he responds to his mother's question with 'because'
- parents use interrogatives to interact with the children
- James reformulates his utterances
- **Ben uses a vocative to get his father's attention**
- James uses plural pronouns to adopt a different persona in the role play: 'we are your servants'
- Ben and James use **declaratives to set up the role playing game**: 'I have to stop you', 'I a storm trooper'
- **Ben uses direct imperatives to direct James in the game**: 'take your helmet off'
- James uses **an interrogative to establish the roles in their game**: 'who are you?'
- absence of politeness markers
- absence of overlaps.

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. |
| Level 1 | 1–6 | <p>Descriptive</p> <ul style="list-style-type: none"> • 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 | <p>General understanding</p> <ul style="list-style-type: none"> • 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 | <p>Clear relevant application</p> <ul style="list-style-type: none"> • 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 | <p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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 | <p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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 | <p>Descriptive</p> <ul style="list-style-type: none"> • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. |
| Level 2 | 4–6 | <p>General understanding</p> <ul style="list-style-type: none"> • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. |
| Level 3 | 7–9 | <p>Clear relevant application</p> <ul style="list-style-type: none"> • Explains construction of meaning in data by making relevant links to contextual factors and language features. |
| Level 4 | 10–12 | <p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. |
| Level 5 | 13–15 | <p>Critical evaluative approach</p> <ul style="list-style-type: none"> • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. |

