Mark Scheme (Results)

October 2020

Pearson Edexcel GCE Advanced Level

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 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 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

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.
- 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 ways in which the children's language allows them to interact with each other and their parents:

• the interactions between the family members
• the functions the children are able to accomplish at their stage of language
• the effect of context of the language
• the roles the children adopt and the roles of adults.

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. Theories discussed could include, but are not limited to, Halliday's functions, nativism, behaviourism and social interactionism.

Phonology
• the children's phonological development is such that the majority of their utterances are understandable
• both children show varying patterns of substitution and deletion when they find phonemes difficult
• both children show evidence of casual speech
• both children may show evidence of regional speech
• father and mother stress key words when they disapprove of the children's behaviour
• Izzy stresses key words in her instructions.

Morphology
• both children can use a range of standard inflections including the present participle on verbs and plural/possessive on nouns
• both Zack and his father use the non-standard regional form 'youse'
• Zack overextends the regular past tense ending on the irregular verb 'to put'. His mother ignores this virtuous error.

Lexis
• the children use lexis from various semantic fields as appropriate in the different contexts and this reflects important aspects of their environment, e.g. 'chips', 'skittles'
• 'catchy ball' seems to be a set phrase
• father attempts to model alternative and additional lexical choices when he offers 'serving' as an alternative to 'playing' and attempts to add the adjective 'bouncy' to Zack's description of the ball.

Syntax
• Izzy uses the object pronoun 'me' in place of possessive 'my'. Candidates may speculate that this is regional
• Izzy repeats her own utterances, possibly in an attempt to reach a standard form, e.g. 'Zack tipping...'
• Izzy is variable in her production of the copula, e.g. 'they are not as good', 'these skittles'. Zack does not use the copula, e.g. 'it a tiny ball'
• Izzy does not produce full auxiliary verbs, e.g. 'I playing', 'I having' but she does produce a contracted form, e.g. 'Zack's tipping'
• Zack does not produce auxiliary verbs when forming the negative 'I no want that', whereas Izzy can form a standard negative

- Zack uses direct imperatives to interact with his sister
- Zack approximates structures he may have learned as units from his parents and other adults, e.g. 'there's balls and er not to leave it out when nobody's looking because you might get ill'. This is also his most complex utterance
- Zack can alter the meaning of nouns with adjectives to give precise descriptions to his father, e.g. 'teeny tiny balls'
- candidates may comment on the influence of the father's non-standard forms.
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Discourse
- the parents use the children's names to maintain their attention
- father asks Zack questions about his activities to interact and prompt a response. He does not do this as often with the older child
- father signals when he has not understood
- Izzy uses the adverb 'then' to sequence her instructions about playing skittles
- both children reformulate utterances – perhaps in an attempt to practise them
- Zack is able to respond to his father's questions but tends to ignore the 'what are you doing' questions
- overlaps occur when the children are misbehaving.

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** • 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.