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Mark Scheme (Results)
Summer 2016

Pearson Edexcel GCE
in English Language Paper 2
(8EN0/02)

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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:

		Please refer to the Specific Marking Guidance when applying these marking grids.
		AO1 = bullet point 1　　　　　　　　**AO3 = bullet point 2**
Level	**Mark**	**Descriptor (AO1, AO3)**
	0	No rewardable material.
Level 1	1–3	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Lists simple information about context.
Level 2	4–6	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.
Level 3	7–9	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	10–12	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	13–15	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–2	**General and descriptive** • Makes no connections between the data.
Level 2	3–4	**Broad understanding** • Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	**Consistent application** • Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.
Level 5	9–10	**Discriminating application** • Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

Paper 2 Mark Scheme

Indicative content

Question 1

Text A

Students must demonstrate critical understanding of the concepts and issues relevant to an analysis of Samantha's written language. They must also adapt their writing style to meet the demands of the task. A simple essay response identifying features without explanation is not sufficient.

The focus should be supported with examples from the data using an appropriate range of language levels and frameworks such as the effect of learned spelling, the effect of reading strategies such as phonics; and other language features associated with writing shown by Samantha.

Students should also 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 or theories more commonly applied to spoken language.

Graphology:
- Samantha's writing has directionality, and linearity is present but Samantha has a tendency to write slightly above and below the lines
- Samantha generally shows appropriate space between her words
- Samantha has some awareness of the difference between lower case and upper case
- the majority of her letters are formed standardly but Samantha does not always clearly distinguish <r>, <n> and <h>.

Orthography:
- Samantha adopts a phonetic/sounding out approach to some spelling
- there is evidence of self-correction.

Lexis:
- Samantha has the necessary semantic field to describe her experiences. This probably reflects her spoken language development.

Syntax:
- Samantha is able to transfer her grammatical knowledge from speech to writing, for example use of past tense and the production of grammatically complete sentences
- the narrative consists only of simple sentences.

Discourse:
- Samantha uses the pronoun 'he' to refer back to the teddy bear/Jon
- Samantha uses the plural pronoun 'they' without introducing the other participant in the narrative.

AO5

Students are expected to produce their response in a style and register suitable for the mode (written), audience (students) and function (inform and explain). Such features may include but are not limited to:

- predominantly formal standard English lexis and grammar
- use of an appropriate lexical field for a knowledgeable audience
- graphological features such as headings
- consistency in language features used to create a relationship with the audience.

These are suggestions only. Accept any valid interpretation of the data and the requirements of the task.

Please refer to the Specific Marking Guidance when applying this marking grid.		
	AO2 = bullet point 1	AO5 = bullet point 2
Level	Mark	Descriptor (AO2, AO5)
	0	No rewardable material.
Level 1	1–4	**Recalls information/low skills** • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Writing is uneven with frequent errors and technical lapses. Shows limited understanding of requirements of audience and function. Presentation of data is formulaic and predictable.
Level 2	5–8	**Broad understanding/general skills** • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Writing has general sense of direction, with inconsistent technical accuracy. Shows general understanding of audience and function. Some attempt to craft the presentation of data, with general elements of engagement.
Level 3	9–12	**Clear understanding/skills** • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Writing is logically structured with few lapses in clarity. Shows clear understanding of audience and function. Clear awareness of appropriate presentation of data, with some engaging elements.
Level 4	13–16	**Consistent application/skills** • Shows consistent understanding of concepts and issues. Consistently applies this understanding to the data. • Writing is effectively structured and consistently accurate. Consistently applies understanding of audience and function. Presents data in a consistently engaging manner.
Level 5	17–20	**Discriminating application/controlled skills** • Shows understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Writing is controlled and confident throughout, with consistent accuracy. Demonstrates discriminating understanding of audience and function. Crafts data in an assured and creative response.

Indicative content

Question 2

Students should focus their response on:
- the language features shown by the child
- the interactions between the family members
- the influence of George's pre-school experience
- the context of the language.

The focus should be supported with examples from the data using an appropriate range of language levels and frameworks.

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

Phonology:
- there are patterns of substitution and deletion throughout the transcript
- parents model standard pronunciation
- George shows evidence of casual pronunciation: the elision and reduction in the conjunction 'and' and preposition 'of'
- there is some evidence of regional accent in the pronunciation of 'flower'/ 'flour'
- George omits the initial unstressed syllable in 'tomato'.

Morphology:
- George is variable in his production of the third person verb ending
- George adds a plural morpheme to the mass noun water
- George over extends the use of the third person morpheme
- he regularises the past tense of the irregular verb 'to dig'.

Lexis:
- George uses the colloquial 'yeah' and 'coz', which is appropriate to the context of the conversation and may reflect environmental influence
- his lexical development has probably been influenced by what he learns at school, for example 'fossil', 'collarbone'
- he ignores his father's attempt to model 'veins'.

Syntax:
- George is clearly leaving the telegraphic stage as function words are widely used
- George omits the subject pronoun in his initial utterance: 'have to look on the back so can see what the things look like'
- there is a single instance of missing auxiliary verb: 'it been broken'
- George produces the copula in contracted form: 'it's broke'
- sequence listing for how to make a fossil shows the influence of pre-school.

Discourse:
- lack of overlapping speech shows George understands the concept of turn-taking
- George doesn't always respond standardly to his parents' questions
- George can use a vocative to direct an utterance in multi-party talk: 'look dad'
- his parents use interrogatives and imperatives to interact
- use of language to identify a community outside the family: 'we', 'the adults', 'nursery says'.

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

Please refer to the Specific Marking Guidance when applying this marking grid.				
		AO1 = **bullet point 1**	**AO2 =** **bullet point 2**	**AO3 =** **bullet point 3**
Level	**Mark**	**Descriptor (AO1, AO2, AO3)**		
	0	No rewardable material		
Level 1	1–6	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context.		
Level 2	7–12	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped.		
Level 3	13–18	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.		
Level 4	19–24	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.		

Level 5	25–30	**Discriminating application**
		• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.
		• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.
		• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.