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# **Mark Scheme (Results)**

## Summer 2018

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.

**Question 1****Indicative content**

Candidates should focus on:

- the effect of context and how Thomas uses his knowledge of language to shape his poem, account and narratives
- the language features associated with writing shown by Thomas
- the child's ability to transfer his spoken language knowledge to the written language
- the effect of learned spelling and reading strategies ('phonics') on the child's spelling
- the role of others in developing a child's literacy skills.

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

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

**Graphology**

- inconsistencies in the size of letters
- variable capitalisation and punctuation
- inconsistent spacing in words
- developing letter formation
- in Text A the teacher models letter forms
- more standard forms in texts produced at school.

**Orthography**

- evidence of a sounding-out approach, e.g. variable use of double consonants 'smel' (Text C); influence of pronunciation, e.g. 'memree' (Text D)
- evidence of learned words
- although non-standard, Thomas shows consistency in some of his spellings, e.g. representing /ju/ with <oo>: 'yooz' and 'yoo' (Text A)
- he is variable in some of his spellings, e.g. 'licd' and 'lict' for liked (Text B)
- changing influence of accent upon spelling, e.g. 'bildin' (Text B) and 'playing' (Text D)
- experimentation with unfamiliar polysyllabic words, e.g. 'aqereem', 'alechoopted'.

**Lexis**

- use of semantic field from school and home environments appropriate to the genre, e.g. 'clorz' (Text A); 'memree stik' (Text D)
- evidence of words modelled in school, e.g. 'stingray' (Text B).

**Morphology/Syntax**

- Thomas transfers his knowledge from the spoken language, e.g. plural forms; past tense forms; grammatically complete sentences
- evidence of virtuous error when writing independently, e.g. 'shootid' (Text C)
- developing use of sentence forms moving from simple and compound structures in Texts A and B to more complex structures in Text D
- evidence of more errors when Thomas is writing creatively, e.g. Thomas omits 'his' in 'ito head' (Text D).

**Discourse**

- in his creative texts Thomas uses typical narrative structures he has likely heard in stories, e.g. 'ones a pon a time' (Text D); 'hap lee ever afeter' (Text C)
- Thomas uses a repetitive structure in his school work, e.g. 'I licd' (Text B)
- the stories have a beginning, middle and end – a structure he has likely learned from his experience of fairy tales

- in Text D Thomas uses connectives to link clauses into a coherent narrative
- use of adverbials for sequencing, e.g. 'then' (Text B); 'one day' (Text C)
- Thomas' poem has a rudimentary poetic structure with title and rhyme.

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

| Please refer to the Specific Marking Guidance when applying these marking grids. |       |  |
|--|-------|--|
|  |       | A01 = bullet point 1   |
|  |       | A02 = bullet point 2   |
| Level  | Mark  | Descriptor ( A01 and A02)  |
|  | 0     | No rewardable material.  |
| <b>Level 1</b>   | 1–6   | <b>Descriptive</b> <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>                             |
| <b>Level 2</b>   | 7–12  | <b>General understanding</b> <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>   |
| <b>Level 3</b>   | 13–18 | <b>Clear relevant application</b> <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 transition. Clear use of terminology.</li> <li>Clear understanding and application of relevant concepts and issues to data.</li> </ul>   |
| <b>Level 4</b>   | 19–24 | <b>Discriminating controlled application</b> <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> |
| <b>Level 5</b>   | 25–30 | <b>Critical and evaluative</b> <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 (A03)   |
|----------------|-------|--|
|                | 0     | No rewardable material.  |
| <b>Level 1</b> | 1–3   | <b>Descriptive</b> <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>                                |
| <b>Level 2</b> | 4–6   | <b>General understanding</b> <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>                            |
| <b>Level 3</b> | 7–9   | <b>Clear relevant application</b> <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>                                 |
| <b>Level 4</b> | 10–12 | <b>Discriminating controlled application</b> <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> |
| <b>Level 5</b> | 13–15 | <b>Critical evaluative approach</b> <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>                   |