



Mark Scheme

Summer 2025

Pearson Edexcel GCE

In English Language (8EN0)

PAPER 2: Child Language

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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

Text A

Candidates must demonstrate understanding of the concepts and issues relevant to an analysis of Erin's written language development and her understanding of the story format.

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 for achievement of AO5.

The focus should be supported with examples from the data, using an appropriate range of language levels and frameworks. Candidates should also make reference to theories associated with child language development and how the language in the data supports these theories or challenges them.

Graphology:

- Erin makes attempts at cursive writing
- capital letter use is inconsistent
- Erin capitalises her own name to convey importance
- she uses spacing consistently
- she differentiates between the front cover and the narrative section of the book
- descender use is consistent but not always as to be expected, e.g. <g>'s descender goes below the line whereas <p>'s descender sits above the line
- use of pictures and stickers to enhance the narrative
- letter formation is largely consistent in size.

Orthography:

- there is a pattern of omission of the schwa sound, e.g. 'ordnerry'
- there is some non-standard spelling, which illustrates a sounding out approach, e.g. 'fownd'
- there is a non-standard spelling of the digraph <ck>, 'stuc'
- she shows awareness of phoneme/grapheme correspondence
- some confidence in silent letters, e.g. 'space'
- less confidence with silent letters in lower-frequency lexis, e.g. 'hie'.

Lexis:

- Erin uses lexis appropriate to children's stories
- uses lexis associated with the field of sci-fi stories, e.g. 'space soat'
- grounds writing in a sense of realism using her own experiences, e.g. 'trampleen'.

Syntax:

- there is a dominance of declarative sentences as is typical in children's narratives
- some uses of exclamation marks in the speech bubbles
- Erin uses complex sentences which begin with temporal clauses to provide locative information for readers
- uses past tense to achieve the function of her writing: a narrative set in the past.

Discourse:

- Erin's use of conventions typical of the fairytale narrative structure, 'onec upon a time'
- Erin's use of adverbials creates a chronological structure for her narrative.

A05

Candidates are expected to produce their response in a style and register suitable for the audience (parents) and function (advise, inform and explain).

Such features may include but are not limited to:

- predominantly formal Standard English lexis and grammar
- adapting syntax to foreground important areas of discussion (e.g. adverbials)
- use of appropriate lexical field for a non-specialist audience
- standard use of punctuation
- discourse markers to shape the discussion and perhaps give some elements of spoken language to create a relationship with the audience
- use of short paragraphing to aid reader attention
- use of a greeting/sign off as the article is part of a series.

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.

		A02 = bullet point 1	A05 = bullet point 2
Level	Mark	Descriptor (A02, A05)	
	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

Candidates should focus their response on:

- the language features demonstrated by Lucie
- the ways in which context influences Lucie's use of language
- the interaction between Lucie and her mother.

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:

- pattern of word-initial syllable deletion in her attempts to say 'pretend'
- word-initial fricative sounds seem to be more difficult to say, e.g. in attempts at saying 'thank' and 'just'
- mother models standard pronunciation
- Lucy sometimes tries different pronunciations, 'put pasta /plæstu/ put pasta/pæstə/'
- pattern of the voiced dental fricative being substituted, e.g. '/de/'
- substitutes /dʒ/ for /d/, e.g. 'just /dʌst/ a bit'.

Morphology:

- inconsistent application of plural -s morpheme and -s person marker, e.g. 'little penny', 'fit'
- Lucie does not repeat her mother's attempts to model pluralisation suggesting she is at the earlier stages of her development
- understands or imitates adding on /z/ to indicate possession, e.g. 'Lucie's /lusiz/ pennies'.

Lexis:

- struggles to express ideas surrounding size and so uses lexis from her knowledge to apply and personalize the coins, e.g. daddy penny
- relevant lexis used from semantic fields surrounding imagination, play and size, e.g. 'cook', 'pretend', 'daddy penny', 'mummy penny'
- use of language to identify the difference between reality and imagined play, 'pretend'.

Syntax:

- non-standard negative formation with fronted negative, 'not this one fit'
- dominance of declarative mood
- omission of prepositions is frequent
- omission of past-tense inflection.

Discourse:

- pattern of questioning and recasting from mother to engage with Lucie and model and expand her language
- Lucie accepts some of the modeling from her mother, e.g. pronouncing '/jɛ/' after correction
- lack of overlapping speech shows Lucie understands the concept of turn-taking
- some development of adjacency pairs and politeness when Lucie thanks her mother.

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

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Please refer to the Specific Marking Guidance when applying this marking grid.

		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)		
	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.
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