
ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

May/June 2016

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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1 Spoken language and social groups

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| Band 1 | 22–25 | Discriminating analysis of language: subtle appreciation of the conventions and ingredients of specific forms; very detailed and perceptive exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) sophisticated awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, balanced, articulate and very fluent manner. |
| Band 2 | 18–21 | Engaged and very focused analysis of language; proficient appreciation of the conventions and ingredients of specific forms; detailed and insightful exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) proficient awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a comparative, sustained, consistent and fluent manner. |
| Band 3 | 14–17 | Measured analysis of language; sound appreciation of the conventions and ingredients of specific forms; some detailed and informed exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) competent awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a reasonably comparative, controlled manner. |
| Band 4 | 10–13 | Some attempt to develop analysis of language; the beginnings of appreciation of the conventions and ingredients of specific forms; sound, if at times uneven and undeveloped, exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) some sense of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a comparative, if at times partial, manner. |
| Band 5 | 6–9 | Basic analysis of language; simple response to the conventions and ingredients of specific forms; some exploration of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) a measure of awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; general ability to convey knowledge and understanding; some reliance on feature-spotting, with basic comment. |
| Band 6 | 2–5 | Limited analysis of language; generalised response to conventions and forms; tendency to assert some of the effects and qualities conveyed by language, structure, purpose and contexts; (where appropriate) unfocused awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; limited ability to convey knowledge and understanding in a comparative manner; tendency to focus on identification of less important features (such as the use of punctuation). |
| Below Band 6 | 0–1 | Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity. |

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Likely Content

Discuss ways in which the participants are using language here to communicate.

You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Candidates are likely to refer to:

- structure of exchanges – co-operative overlaps, for example:

Dan: excited (.) nervous

//

Chris: anxious

and interruptions, for example:

Dan: we werent expecting anyone to come and see us so

Will: yeah i think glastonbury is one of those things

- non-fluency features of spontaneous speech: fillers, pauses, false starts and reformulations, such as *umm (.) yeah (.) err*
- group identity/shared experience, for example the band's response when Andrea asks them about their new album:
CW/DS/WF [all laugh]
- support and feedback between participants, for example:
Dan: yeah
//
Chris: that was pretty
//
Dan: that was (.) umm
//
Chris: that
- theories/theorists of language such as Robin Lakoff and Deborah Tannen
- inclusive vs. exclusive speech
- social context/purpose of the interaction (for television audience, awareness of participants of that audience).

Strong candidates are likely to appreciate the highly co-operative nature of this conversation, and to see that all the members of Bastille are helping each other out. They may also comment on the unusual change of roles when Dan asks Andrea *how are you feeling?* and the resulting confusion shown by Andrea: *well (.) i mean (.) im umm* before she collects herself and gets back to asking the questions herself. If they pursue any such a line of argument in a balanced and coherent way, they are likely to gain higher marks.

NB: These must not be seen as prescriptive or 'finite' lists. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

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2 English as a global language

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| Band 1 | 22–25 | Discriminating analysis of linguistic issue/topic; subtle appreciation of ramifications beyond the specific context offered in the question; detailed and perceptive exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) sophisticated awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a balanced, articulate and very fluent manner. |
| Band 2 | 18–21 | Engaged and very focused analysis of linguistic issue/topic; proficient appreciation of ramifications beyond the specific context offered in the question; detailed and thoughtful exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) proficient awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a sustained, consistent and fluent manner. |
| Band 3 | 14–17 | Measured analysis of linguistic issue/topic; sound appreciation of ramifications beyond the specific context offered in the question; some detailed and informed exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) competent awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a reasonably controlled manner. |
| Band 4 | 10–13 | Some attempt to develop analysis of linguistic issue/topic; the beginnings of appreciation of ramifications beyond the specific context offered in the question; sound, if at times uneven and undeveloped, exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) some sense of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding, though control may at times be only partial. |
| Band 5 | 6–9 | Basic analysis of linguistic issue/topic; simple response to the specific context(s) offered in the question; some exploration of example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) a measure of awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; general ability to convey knowledge and understanding; some reliance on mere assertion. |
| Band 6 | 2–5 | Limited analysis of linguistic issue/topic; generalised response to context(s) offered in the question; tendency to offer without exploration/explanation example(s) from the extract(s) and from the candidate's own wider study; (where appropriate) unfocused awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; limited ability to convey knowledge and; tendency to assertion, and limited discrimination as to what is genuinely significant. |
| Below Band 6 | 0–1 | Minimal appreciation and awareness of linguistic issue/topic; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity. |

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Likely Content

Discuss what you feel are the most important issues raised here relating to the changing use of English as a global language and how its use is affecting other languages.

You should refer to specific details from the passages as well as to ideas and examples from your wider study.

Candidates are likely to refer to:

- issues related to notions of world/global English
- *staggering rate* at which the use of English is growing
- advantages of having a globally-intelligible *language of internationalisation*: the advantages mentioned are *social mobility, economic prosperity and education*
- economic emphasis in the passage of English being a *ticket to participating in the global economy*
- notions of ‘Englishes’ – *not one English language; there are many*
- issues related to – and possible distinctions between – notions of ‘world’ / ‘global’ / ‘international’ English
- disadvantages of the dominance of English:
 - *social and cultural impacts*
 - language death and the resultant *tragedy in the loss of language diversity*
 - how this puts other languages *at risk of extinction*
 - threat to multiculturalism / links between language and culture – *destroying more than language*.

Strong and confident candidates may wish to take issue with the assumption that English is the *language of internationalisation*. Alternatively, they may take issue with some of the disadvantages outlined in the passage. If they do so in a balanced and coherent way they are likely to gain high marks.

NB: These must not be seen as prescriptive or ‘finite’ lists. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

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3 Language acquisition by children and teenagers

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| Band 1 | 22–25 | Discriminating analysis of linguistic issue/topic; subtle appreciation of ramifications beyond the specific context offered in the question; detailed and perceptive exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) sophisticated awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a balanced, articulate and very fluent manner. |
| Band 2 | 18–21 | Engaged and very focused analysis of linguistic issue/topic; proficient appreciation of ramifications beyond the specific context offered in the question; detailed and thoughtful exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) proficient awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; the ability to convey knowledge and understanding in a sustained, consistent and fluent manner. |
| Band 3 | 14–17 | Measured analysis of linguistic issue/topic; sound appreciation of ramifications beyond the specific context offered in the question; some detailed and informed exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) competent awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding in a reasonably controlled manner. |
| Band 4 | 10–13 | Some attempt to develop analysis of linguistic issue/topic; the beginnings of appreciation of ramifications beyond the specific context offered in the question; sound, if at times uneven and undeveloped, exploration of the context(s) and example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) some sense of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; some ability to convey knowledge and understanding, though control may at times be only partial. |
| Band 5 | 6–9 | Basic analysis of linguistic issue/topic; simple response to the specific context(s) offered in the question; some exploration of example(s) in the extract(s) and of those from the candidate's own wider study; (where appropriate) a measure of awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; general ability to convey knowledge and understanding; some reliance on mere assertion. |
| Band 6 | 2–5 | Limited analysis of linguistic issue/topic; generalised response to context(s) offered in the question; tendency to offer without exploration/explanation example(s) from the extract(s) and from the candidate's own wider study; (where appropriate) unfocused awareness of mode of address and how it and a sense of the target audience help to establish register, tone and meaning; limited ability to convey knowledge and; tendency to assertion, and limited discrimination as to what is genuinely significant. |
| Below Band 6 | 0–1 | Minimal appreciation and awareness of linguistic issue/topic; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity. |

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Likely Content

Discuss ways in which Amy and her father are using language here.

You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

Candidates are likely to refer to:

- child-directed speech, e.g. the parents' use of a range of question types to elicit response
- other uses of "caretaker" speech
- theorists and theories, such as Skinner (Behaviourism/reinforcement), Chomsky (language acquisition device), Piaget (cognitive development), Vygotsky, Bruner et al.
- Amy's developmental stage and linguistic competence – there are one or two examples of telegraphic speech (*nana running*) but also some complex structures beyond the telegraphic stage (*and grandpas running*)
- Amy attempts complex structures by imitation (*breakfast delicious yours*)
- some tense difficulties (*i talk nana*)
- topic management and agenda-setting
- the structure of the exchanges: overwhelmingly fulfilled adjacency pairs, with no evident interruption or overlap.

NB: These must not be seen as prescriptive or 'finite' lists. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.