

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the March 2016 series

9093 ENGLISH LANGUAGE

9093/42

Paper 4 (Language Topics), maximum raw mark 50

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.

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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 speakers are using language here to communicate and how their language is affected by the context. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Candidates are likely to refer to:

- the structure of exchanges: for example, the relative frequency of co-operative overlaps and interruptions, such as
MF: *so youre up at night*
//
PW: *a little bit*
//
MF: *youre pretty tired*
- non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations. PW uses a lot of these: for example, *(.) but (.) uh (.) no (.) hes (.) hes a little (.) hes growing quite quickly*, possibly reflecting some nerves. MF, who will have prepared his questions in advance, does not use any
- support and feedback from MF: for example, *[laughs] get some sleep*. MF is trying to make PW feel as comfortable as possible
- Theories/theorists of language such as Lakoff and Grice
- social context/ purpose of the interaction – awareness of audience for both participants
- Open/closed questioning techniques of the interviewer – indications of shared knowledge and experience: for example, *its a badge of honour (.) exactly*

Strong candidates are likely to appreciate the unusual nature of this conversation, as PW is normally in a position of power. However, in this case MF has control of the conversation and seems much more controlled and calm than PW, who appears nervous. Candidates may also comment on the informal way in which PW speaks – his speech is clearly not prepared beforehand. The conversation comes across as quite natural, in contrast to many formal interviews. If candidates pursue such a line of argument in a balanced and coherent way, they are likely to gain higher marks.

NB: This is not a prescriptive or 'finite' list. 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 comment 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 understanding; 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. 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:

- advantages of having a globally-intelligible language of communication; economic, educational, social
- further advantages of having a simplified version of the above
 - easy to learn
 - efficient method of getting a message across to a wide audience – *free of idioms and complex syntax*
- disadvantages of ‘Globish’
 - the severe limitations of a 1500 word vocabulary
 - how it can come across as dull and lifeless – *Globish speeches that sounded as if they’d been turned into English by computers*
 - *watering down our communication in the name of global democracy*
 - *it will dilute, rather than develop international business communications*
 - how Globish lacks *nuance*
- historical context of ‘Globish’ – only developed recently but outgrown its use already? may go the way of other ‘universal languages’ like Esperanto.

Strong and confident candidates may wish to take issue with the negative opinion of Globish presented here and write in depth about the many benefits of a form of simplified English. Alternatively, they may comment in detail on other negative aspects of Globish, such as the probable resultant decline in the number of other languages in use. If they do so in a balanced and coherent way, they are likely to gain higher marks.

NB: This is not a prescriptive or ‘finite’ list. 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 comment 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 understanding; 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 Megan and her mother 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 mother's 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.
- Megan's developmental stage and linguistic competence – there are many examples of post-telegraphic structures (*but you have to be quiet though*) and some utterances that are grammatically incorrect (*I don't know to alice or bad bear*)
- evidence of at least four of Halliday's functions of language (Representational: *thats a triangle*; Regulatory: *wheres the brown*; Imaginative: *shes asleep*; Instrumental: *I want the brown*)
- topic management and agenda-setting: mother controls much of the conversation by introducing topics, except at the end, when Megan introduces a new topic (*this is colour of brown*) and also when she does not want to answer her mother (*thats a triangle*)
- turn-taking in conversation, no evident interruption or overlap
- no big difference in Mean Length of Utterance.