
ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

March 2017

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

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.

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:

- structure of exchanges, mainly question-answer to carry the story forward
- non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations, for example *you er (.) we walked round the town*
- grammatical errors in language for example *there was like (.) no foreigners there*
- use of *like* as a filler
- support and feedback between participants – for example Catherine interjecting *mm* and *oh ok* and laughing
- communal aspect of video phone call as participants can see each other and there can be several participants
- reference to theories/theorists of language such as Robin Lakoff, Deborah Tannen, Deborah Cameron and Jennifer Coates
- inclusive vs. exclusive speech
- social context/purpose of the interaction (family listening to an event being narrated by another family member).

Strong candidates are likely to appreciate the highly co-operative nature of this conversation, and to see that David and Catherine are showing interest in Jess's story and encouraging her to continue by their reactions and responses. If they pursue such a line of argument in a balanced and coherent way, they are likely to gain higher marks.

Note: 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.

2 English as a global language

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.

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:

issues related to notions of world/global English
the dominance of English in many aspects of life – for example, the internet, music and computers
reasons for English becoming so dominant: *the power of the people who speak (it), the amazing range of cultural developments*
the future of English: *so many people speak English in so many countries now that I can't see English being seriously challenged in the near future*
advantages of having a globally-intelligible language of communication: economic, educational, social
notion of 'Englishes' – standard and non-standard varieties: *new dialects of English are growing very very rapidly* – candidates may give specific examples
possible resultant deculturalisation effect of English becoming the global language.

Strong and confident candidates may wish to take issue with the assumption that English is and will remain the dominant 'world' language and is in an *unassailable position*. They may also discuss the negative and discriminatory effect of English being so dominant. If they do so in a balanced and coherent way they are likely to gain high marks.

Note: 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.

3 Language acquisition by children and teenagers

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.

Likely Content

Discuss ways in which Zoe and Emma 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:

theorists and theories, such as Skinner (Behaviourism/reinforcement), Chomsky (language acquisition device), Piaget (cognitive development), Vygotsky, Bruner et al.
the speakers' developmental stages, and evidence of their linguistic competence
non-fluency features of spontaneous speech – fillers, pauses, false starts, reformulations
the structure of the exchanges: several fulfilled adjacency pairs, but with interruptions and overlaps.

Strong and confident candidates may comment on the relationship between the two sisters and how Zoe takes on an almost adult role in the way she explains things to her younger sister. If they do so in a balanced and coherent way they are likely to gain high marks.

Note: 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