

# Cambridge International A Level

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**ENGLISH LANGUAGE****9093/43**

Paper 4 Language Topics

**May/June 2024****MARK SCHEME**

Maximum Mark: 50

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**Published**

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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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**English & Media subject specific general marking principles**  
**(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))**

**Components using level descriptors:**

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

**Components using point-based marking:**

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require  $n$  reasons (e.g. State two reasons...).
- d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

**English Language specific marking instructions:**

**AO1 Read and demonstrate understanding of a wide variety of texts. (Understanding)**

- Marks should be awarded for the accuracy of the candidate's understanding of the text and its features, **not** for any analysis of them which is recognised under AO3.
- Where comparison is required, marks should be awarded for the candidate's recognition of similarities and differences between the texts and their features, **not** for any consequent analysis.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**AO2 Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. (Writing)**

- Marks should be awarded equally on the basis of the level of the candidate's written expression (range of features used and accuracy) and the development of their writing (its organisation and relevance to task and audience).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. (Conceptualisation)**

- Marks should be awarded equally on the basis of the level of the candidate's understanding of the relevant issues, concepts, methods and approaches represented both in the text(s) and in their wider studies.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

## Marking criteria for Section A Question 1 and Section B Question 2

Table A

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 10 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 10 marks
5	<ul style="list-style-type: none"> <li>Sophisticated understanding of text (meaning/context/audience)</li> <li>Insightful reference to specific points</li> </ul> 9–10 marks	<ul style="list-style-type: none"> <li>Sophisticated expression, with a high level of accuracy</li> <li>Content is fully relevant; ideas are developed throughout in a sophisticated manner</li> </ul> 5 marks	<ul style="list-style-type: none"> <li>Sophisticated understanding of linguistic issues, concepts, methods and approaches represented in the text</li> <li>Insightful reference to wider study of linguistic issues, concepts, methods and approaches</li> </ul> 9–10 marks
4	<ul style="list-style-type: none"> <li>Detailed understanding of text (meaning/context/audience)</li> <li>Effective reference to specific points</li> </ul> 7–8 marks	<ul style="list-style-type: none"> <li>Effective expression, with a few minor errors which do not impede communication</li> <li>Content is relevant; ideas are developed in an effective manner</li> </ul> 4 marks	<ul style="list-style-type: none"> <li>Detailed understanding of linguistic issues, concepts, methods and approaches represented in the text</li> <li>Effective reference to wider study of linguistic issues, concepts, methods and approaches</li> </ul> 7–8 marks
3	<ul style="list-style-type: none"> <li>Clear understanding of text (meaning/context/audience)</li> <li>Clear reference to specific points</li> </ul> 5–6 marks	<ul style="list-style-type: none"> <li>Clear expression, with occasional errors which do not impede communication</li> <li>Content is relevant; ideas are developed clearly</li> </ul> 3 marks	<ul style="list-style-type: none"> <li>Clear understanding of linguistic issues, concepts, methods and approaches represented in the text</li> <li>Clear reference to wider study of linguistic issues, concepts, methods and approaches</li> </ul> 5–6 marks
2	<ul style="list-style-type: none"> <li>Limited understanding of text (meaning/context/audience)</li> <li>Limited reference to specific points</li> </ul> 3–4 marks	<ul style="list-style-type: none"> <li>Expression is clear but may not flow easily, with frequent errors which generally do not impede communication</li> <li>Content is mostly relevant; ideas are developed in a limited manner</li> </ul> 2 marks	<ul style="list-style-type: none"> <li>Limited understanding of linguistic issues, concepts, methods and/or approaches represented in the text</li> <li>Some limited reference to wider study of linguistic issues, concepts, methods and/or approaches</li> </ul> 3–4 marks

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <b>10 marks</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b> <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b> <b>10 marks</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Basic understanding of text (meaning/context/audience)</li> <li>Minimal reference to specific points</li> </ul> 1–2 marks	<ul style="list-style-type: none"> <li>Basic expression, with frequent errors which impede communication</li> <li>Content may lack relevance in parts; minimal development of ideas</li> </ul> 1 mark	<ul style="list-style-type: none"> <li>Basic understanding of linguistic issues, concepts, methods and/or approaches represented in the text</li> <li>Minimal reference to wider study of linguistic issues, concepts, methods and/or approaches</li> </ul> 1–2 marks
<b>0</b>	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> 0 marks	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> 0 marks	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> 0 marks

## Section A: English in the world

Question	Answer	Marks
1	<p><b>Read the following text, which is an extract from an article posted on the BBC website in 2018.</b></p> <p><b>Discuss what you feel are the most important issues raised in the text relating to the causes and effects of the expansion of English around the world. You should refer to specific details from the text as well as to ideas and examples from your wider study of English in the world.</b></p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p><b>Additional guidance:</b> The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p><b>Responses might discuss the following:</b></p> <ul style="list-style-type: none"> <li>the concept of a world language, which might enable <i>competing internationally</i></li> <li>English as a 'global' language</li> <li>English as a lingua franca</li> <li>how, at some Dutch universities, English is taking over as the language of instruction and how <i>virtually no courses are taught in Dutch</i></li> <li>the perceived dangers of this <i>creeping Anglicisation</i> and of its resultant <i>imbalanced bilingualism</i></li> <li>how some predict that <i>Dutch will deteriorate and the vitality of the language will disappear</i></li> <li>how this could eventually lead to language death or <i>linguicide</i></li> <li>the importance of a native language and how some Dutch people see it as their <i>identity</i></li> <li>how universities <i>want diversity, different perspectives</i></li> <li>how the encroachment of English <i>means you end up with a much more homogeneous world</i></li> <li>the benefits of English, such as how it can <i>ease students into the global market</i></li> </ul>	25

**Section B: Language and the self**

Question	Answer	Marks
2	<p><b>Read the following text, which is an article published in 2019 in a British newspaper.</b></p> <p>Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect personal and social identity. You should refer to specific details from the text as well as to ideas and examples from your wider study of Language and the self.</p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p><b>Additional guidance:</b> The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p><b>Responses might discuss the following:</b></p> <ul style="list-style-type: none"><li>• how <i>being alone</i> has been stigmatised by the <i>language of it</i></li><li>• that by <i>finding new words to describe our lives</i>, we can <i>find new ways to live it</i></li><li>• links to the Sapir-Whorf hypothesis, linguistic determinism and linguistic relativity</li><li>• the effect of prescriptivism that <i>any deviation from the limited language we have around relationships is met with mockery</i></li><li>• how <i>being able to accurately frame our current experiences is part of being human</i></li><li>• how language shapes identity with the <i>small boxes we place ourselves into when describing something ... integral to who we are</i></li><li>• how words come <i>preloaded with expectations</i></li><li>• the term 'self-partnered' as an example of language that represents one way of experiencing something, and of using <i>nuanced language to better tell our story</i></li></ul>	25