
ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

October/November 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.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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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

Spoken language and social groups

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 lack of co-operative overlaps and interruptions, suggesting a quite formal interview
- non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations. UB uses a lot of these, for example: *i (.) i think (1) but to me err (.) the FANS are one of the biggest things for me*. PM, who will have prepared his questions in advance hardly uses any
- signs of shared knowledge and experience
- 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 – for example, *what is it that motivates you most now?*

Strong candidates are likely to appreciate the traditional format of this interview (a question-answer format, with no real conversation between the participants). They may also comment on the deferential, ingratiating way in which PM speaks to his *hero*. Candidates may suggest that the purpose of this interview (as with many other similar ones) is basically publicity for the interviewee; and 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.

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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. You should refer to specific details from the passage 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
- historical context of English as a *marker of the elite*
- advantages of having a globally-intelligible language of communication: economic, educational, social
- the huge numbers speaking/learning English (two billion speakers in China by 2020 / 100 000 native-speaking teachers in China)
- potential benefit for females in the global economy.

Strong and confident candidates may wish to take issue with:

- the statement that English *may be the most essential language for global business success at the moment*
- the suggestion that English will become a *basic skill needed for the entire workforce*
- the suggestion that English will continue to grow its dominance as an international language

Strong and confident candidates may also discuss:

- the current, unbalanced situation – *only 10% of native-born Americans can speak a second language, compared to 56% of European Union citizens*
- the dangers of complacency in native English speakers as such a small proportion speak a second language
- how some countries lag behind in English skills – this may affect their place in the global economy.

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.

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3 Language acquisition by children and teenagers

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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 Rebecca 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 father’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.
- Rebecca’s developmental stage and linguistic competence – there are several examples of simple holophrastic speech (*water, shop*) and early 2 word utterances / telegraphic speech (*in box, find peas*)
- examples of imitation, such as:
Father: could i have some rice please ↗
Rebecca: rice
- Evidence of at least three of Halliday’s functions of language (**Representational** – *water*, **Regulatory** – *come*, **Imaginative** – *pretend shop*)
- Turn-taking in conversation, no evident interruption or overlap.

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.