

# Cambridge International A Level

---

**ENGLISH LANGUAGE****9093/42**

Paper 4 Language Topics

**October/November 2024**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **8** 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).

**Marking criteria for Section A Question 1 and Section B Question 2****Table A**

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><b>10 marks</b>   | <b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b><br><b>5 marks</b>  | <b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b><br><b>10 marks</b>  |
|--------------|---|--|---|
| 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               |

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><b>10 marks</b>   | <b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b><br><b>5 marks</b>  | <b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b><br><b>10 marks</b>   |
|--------------|---|--|--|
| 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 |
| 1            | <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>Minimal 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      |
| 0            | <ul style="list-style-type: none"> <li>No creditable content</li> </ul> 0 marks   | <ul style="list-style-type: none"> <li>No creditable content</li> </ul> 0 marks  | <ul style="list-style-type: none"> <li>No creditable content</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 published on <i>The Conversation</i> website in 2021.</b></p> <p><b>Discuss what you feel are the most important issues raised in the text relating to the present and future status of English in 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></p> <p>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 benefits of having a common language in science</li> <li>• dominance of the English language in <i>international science</i></li> <li>• how this dominance leads to <i>important scientific knowledge in other languages ... going untapped</i></li> <li>• how <i>more effort is needed to transcend language barriers in science</i></li> <li>• how <i>More than one-third of scientific documents on biodiversity conservation are published in languages other than English</i></li> <li>• how and why this research is often ignored</li> <li>• how translation programmes can help</li> <li>• the author's recommendation for <i>wider disciplines to reassess the untapped potential of non-English science</i></li> <li>• examples of other areas, for example geopolitics and economics, where the English language is dominant and, as a result, the world does not benefit from knowledge</li> <li>• the potential global disadvantage when <i>Most English-language evidence on what works in conservation relates to Europe and North America</i></li> </ul> | 25    |

**Section B: Language and the self**

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p>Read the following text, which is an extract from an article published on the website of <i>Human Resources Online</i> in 2022.</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></p> <p>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 an <i>increasingly diverse workforce demands change from old norms</i></li> <li>• how encouraging <i>inclusive language</i> is one way to do that</li> <li>• how and why many workplaces <i>struggle with ingrained language which is no longer inclusive</i></li> <li>• examples of non-inclusive language</li> <li>• Twitter's view of the importance of using inclusive language in the workplace, seeing it as <i>essential for creating an environment where everyone feels welcome and included</i></li> <li>• examples of inclusive language</li> <li>• how and why Twitter is moving away from <i>non-inclusive language such as 'blacklist' and 'sanity check'</i></li> <li>• how the use of some words and phrases have <i>the potential to reinforce unconscious gender bias or ableism</i></li> <li>• how <i>derogatory slurs and harmful terms are often passed off as 'jokes'</i></li> <li>• how some groups and individuals see these changes as unnecessary</li> <li>• other examples of how <i>words matter</i></li> </ul> | 25    |