
ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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This document consists of **7** printed pages.

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. |

Likely Content

Discuss ways in which the speakers are using language here to communicate. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Candidates are likely to refer to:

non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations. For example: *the road (.) our road*

some language features that are thought to be female language characteristics. Note: it is easy to overstate the significance of ‘gendered’ features

structure of exchanges: co-operative overlaps and interruptions. For example,

Rachel: *well just go to the roundabout*

//

John: *the first roundabout*

//

David *the roundabout*

support and feedback between participants. For example,

David *lets draw a little map*

Rachel: *yeah draw a map*

reference to theories/theorists of language such as Robin Lakoff, Deborah Tannen, Deborah Cameron and Jennifer Coates

inclusive vs. exclusive speech.

Strong candidates are likely to appreciate the highly co-operative nature of this conversation, and to see that all participants are trying to be as helpful, positive and informative as they can be. They may also comment on the relaxed nature of the conversation. If candidates 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

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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. |

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 – *can work almost as well as a full command of the language in most business situations*

 - potential cultural benefits – *It is in the best interests of non-Anglophone countries to support Globish, especially if you like your culture and its language*

- disadvantages of 'globish'

 - the severe limitations of a 1500-word vocabulary

 - the world of business demands a higher level of English – Globish is unlikely to ever be more than *a stepping stone*.

Strong and confident candidates may wish to take issue with the positive opinion of Globish presented here and write in depth about the many disadvantages of a form of simplified English. Alternatively, they may comment in detail on other positive aspects of Globish. If they do so 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.

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. |

Likely Content

Discuss ways in which Alice and her mother are using language here. You should refer to specific details from the transcriptions, 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.

Alice's developmental stage and linguistic competence – there are examples of simple holophrastic speech (*nighttime*) and telegraphic speech (*im (3) bath, horrible boys*) but also more complex structures (*it is (2) ni (.) nighttime*)

Alice's compound words – *nighttime, aswell*

evidence of at least three of Halliday's functions of language: **Personal** – *horrible boys*:

Representational – *im (3) bath*: **Interactional** – *james*

topic management and agenda-setting

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.