
ENGLISH LANGUAGE

9093/41

Paper 4 Language Topics

May/June 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 May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	41

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.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	41

Likely Content

Discuss ways in which Peter Chesham is using language here to communicate with parents and students.

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, and reformulations, such as *theres a list of some of them (.) but (.) erm (.) the range of those activities (.) yes youll see what might be termed the more traditional*, while appreciating that these are relatively infrequent because the speaker is likely to have done some preparation for this speech
- purpose of the communication and awareness of audience(s) – parents who know the school, parents who have no experience of the school, prospective students aged 10 or 11 years
- informal style adopted at certain stages of the speech, such as *the gold standard (1) sounds a bit fancy that (.) the gold standard is*
- formal style of other parts of the speech, for example *thats the big difference (.) what you want to do as opposed to what you are told to do*
- politeness strategies used by Peter Chesham, both to parents (*so a very very special and warm welcome to you all as well*) and to one student who he picks out and uses hedges to ‘soften’ his request (*johana could you nip out and just turn that radio down*)
- theories/theorists of language such as Lakoff
- use of different tenses – past, present, future.

Strong candidates are likely to appreciate the different styles in which Peter Chesham is trying to deliver his speech, to engage both parents and potential students. If they follow his shifts in style in a balanced and coherent way, they are likely to gain higher marks.

NB: 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.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	41

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.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	41

Likely Content

Discuss what you feel are the most important issues raised here relating to the emergence of English as a global language and the disappearance of other languages.

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 – and possible distinctions between – notions of ‘world’, ‘global’ and ‘international’ English
- the perceived advantages of having a globally-intelligible language of communication: educational, social and – especially in the business context of Passage A – economic
- the suggestion in Passage A that English is the language of power in the business world: *the economically active, the thought leaders, the business decision-makers* are presented as the ones learning English
- disadvantages of the emergence of English mentioned in Passage B:
 - links between language and culture and how dying languages may affect culture – idea of “deculturisation”
 - threat of subjugation can strengthen minority languages
 - language death and the resultant reduction in language diversity
 - acceleration in the trend of languages dying
 - the *unfair advantage* native English speakers may have
 - threat to freedom of speech
 - threat to multiculturalism
 - potential *linguistic complacency* of English speakers.

Strong and confident candidates may wish to take issue with the suggestion in Passage A that English is *the UK’s greatest gift to the world and the world’s common language*. Alternatively, they may take issue with some of the disadvantages outlined in Passage B. If they do so in a balanced and coherent way they are likely to gain high marks.

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Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	41

3 Language acquisition by children and teenagers

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 ways in which Anna and her family 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 parents' 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.
- Anna's developmental stage and linguistic competence – there are one or two examples of simple holophrastic speech (*snack*) but also some complex structures beyond the telegraphic stage (*he knocked the postman off the bicycle*)
- some tense difficulties (*he try to get it*)
- topic management and agenda-setting carried out by mother, father and Kate: *i saw anna and she did not take any notice of me*
- evidence of at least three of Halliday's functions of language (Representational – *we were playing at the apple tree*; Interactional – *how do you know*; Personal – *i forgot to tell you*)
- the structure of the exchanges: overwhelmingly fulfilled adjacency pairs, with two overlaps:

Mother: so (.) SARAH as well (.) and what did you do at playtime↗

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Anna: daniels sister

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