



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Level

ENGLISH LANGUAGE

9093/04

Paper 4 Language Topics

For Examination from 2014

SPECIMEN MARK SCHEME

2 hours 15 minutes

MAXIMUM MARK: 50

This document consists of 7 printed pages and 1 blank page.

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 feature (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.

Candidates are likely to refer to:

- structure of exchanges – co-operative overlaps and interruptions
- non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations
- vague language and shared experience
- dominance / status
- male/female roles and behaviour – N.B. it is easy to over-state the significance of 'gendered' features
- theories/theorists of language such as Lakoff and Tannen
- inclusive v. exclusive speech
- social context/purpose of the interaction

NB: This is not a prescriptive or 'finite' list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

2 English as a Global Language

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.
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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.

Candidates are likely to refer to:

- issues related to – and possible distinctions between – notions of ‘world’/‘global’/‘international’ English
- notion of ‘Englishes’
- varieties and standard/non-standard forms
- links between language and culture – and, in Passage A, the consequent implications for the teaching of English
- advantages of having a globally-intelligible language of communication: economic, educational, social
- disadvantages of *the emergence of English* – for example, how in passage B *The new world language seems to be good for everyone – except the speakers of minority tongues*
- language death
- assumption (e.g. in Passage B) that *English is the language of computers and the Internet*
- difficulties/irregularities of English in terms of grammar/spelling/punctuation

Strong and confident candidates may wish to take issue with the (apparent) assumption that English is and will be the dominant ‘world’ language; and if they do so in a balanced and coherent way they are likely to gain high marks.

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3 Language acquisition by children and teenagers

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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.

Candidates are likely to refer to:

- Child-Directed Speech, e.g. the teacher's use of a range of question-types to elicit response
- teacher's other uses of 'caretaker' speech
- theorists and theories, such as Skinner (Behaviourism/reinforcement), Chomsky (language acquisition device), Piaget (cognitive development), Vygotsky, Bruner *et al.*
- Tom's developmental stage and linguistic competence – there are some signs of simple holophrastic speech (yeah ... can't) but also some complex structures well beyond the telegraphic stage (*if you show me how to draw a house i will draw one*)
- specific details of lexis (*build a dinosaur*)
- Tom's keenness to be co-operative: *i will if you want me to ...*
- topic management and agenda-setting
- the structure of the exchanges: overwhelmingly fulfilled adjacency pairs, with no evident interruption or overlap

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