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**ENGLISH LANGUAGE**

**9093/41**

Paper 4 Language Topics

**May/June 2019**

MARK SCHEME

Maximum Mark: 50

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**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.

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This document consists of **8** printed pages.

**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 descriptors 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.

**1 Spoken language and social groups**

<b>Band 1</b>	<b>22–25</b>	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.
<b>Band 2</b>	<b>18–21</b>	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.
<b>Band 3</b>	<b>14–17</b>	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.
<b>Band 4</b>	<b>10–13</b>	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.
<b>Band 5</b>	<b>6–9</b>	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.
<b>Band 6</b>	<b>2–5</b>	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).
<b>Below Band 6</b>	<b>0–1</b>	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

Question	Answer	Marks
1	<p><b>Likely content</b></p> <p><b>Note:</b> <i>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.</i></p> <p>Candidates are likely to refer to:</p> <ul style="list-style-type: none"> <li>• structure of exchanges – co-operative overlaps, for example – <ul style="list-style-type: none"> <li><b>Matty:</b> with an orchestra</li> <li style="padding-left: 100px;">//</li> <li><b>NME:</b> with that kind of grandiose backing</li> <li style="padding-left: 100px;">//</li> <li><b>Matty:</b> exactly</li> </ul> </li> <li>• non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations, for example: <i>we (.) we (.) we love (.) we did have a lot of fun at reading actually</i></li> <li>• group identity/shared experience,</li> <li>• support and feedback between participants – for example the interviewer’s <i>mm mm, yeah</i> and <i>ok</i></li> <li>• theories/theorists of language such as Robin Lakoff and Deborah Tannen</li> <li>• inclusive versus exclusive speech</li> <li>• social context/purpose of the interaction (for television audience, awareness of participants of that audience)</li> </ul> <p>Stronger and more confident candidates are likely to appreciate the co-operative nature of this conversation, and the unequal power between both the two members of the band and between the band and the interviewer (who has a slightly ingratiating approach in the interview). They may also comment on how Matty dominates the responses to questions. If they pursue any such a line of argument in a balanced and coherent way, they are likely to gain higher marks.</p>	25

**2 English as a global language**

<b>Band 1</b>	<b>22–25</b>	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.
<b>Band 2</b>	<b>18–21</b>	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.
<b>Band 3</b>	<b>14–17</b>	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.
<b>Band 4</b>	<b>10–13</b>	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.
<b>Band 5</b>	<b>6–9</b>	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.
<b>Band 6</b>	<b>2–5</b>	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.
<b>Below Band 6</b>	<b>0–1</b>	Minimal appreciation and awareness of linguistic issue/topic; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

Question	Answer	Marks
2	<p><b>Likely content</b></p> <p><i>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.</i></p> <p>Candidates are likely to refer to:</p> <ul style="list-style-type: none"> <li>• issues related to notions of world / global English</li> <li>• issues arising from varieties of English and standard / non-standard forms; how English is <i>malleable</i></li> <li>• notions of ‘Englishes’ – hybrid forms like the <i>Norwegian English</i> of the passage</li> <li>• links between language and culture</li> <li>• the role of English as a lingua franca</li> <li>• future of English as a lingua franca</li> <li>• notions of ‘Englishes’ and how Norwegian English is a <i>creative, expressive, and often witty way to use language</i></li> <li>• issues related to – and possible distinctions between – notions of ‘world’ / ‘global’ / ‘international’ English</li> <li>• idea of code-switching, depending on the context of conversation</li> <li>• advantages of having a globally-intelligible language of communication: economic, educational, social</li> </ul> <p>Stronger and more confident candidates may take issue with the suggestion that this is <i>the kind of adaptation that is necessary for any language to remain alive</i>. Alternatively they may give examples from their wider study of how this kind of adaptation is happening in other countries. If candidates pursue such lines of argument in a balanced and coherent way, they are likely to gain higher marks.</p> <p><b>Refer to the band descriptors and standardisation scripts in arriving at your mark.</b></p>	25

**3 Language acquisition by children and teenagers**

<b>Band 1</b>	<b>22–25</b>	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.
<b>Band 2</b>	<b>18–21</b>	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.
<b>Band 3</b>	<b>14–17</b>	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.
<b>Band 4</b>	<b>10–13</b>	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.
<b>Band 5</b>	<b>6–9</b>	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.
<b>Band 6</b>	<b>2–5</b>	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).
<b>Below Band 6</b>	<b>0–1</b>	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

Question	Answer	Marks
3	<p><b>Likely content</b></p> <p><b>Note:</b> <i>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.</i></p> <p>Candidates are likely to refer to:</p> <ul style="list-style-type: none"> <li>• child-directed speech, e.g. the father’s use of a range of question types to elicit response</li> <li>• other uses of ‘caretaker’ speech</li> <li>• theorists and theories, such as Skinner (Behaviourism/reinforcement), Chomsky (language acquisition device), Piaget (cognitive development), Vygotsky, Bruner et al.</li> <li>• Kamal’s developmental stages and linguistic competence – there are many examples of two and three word utterances (<i>where your dink; this up please</i>). There is even evidence of more advanced utterances (<i>dont go bed</i>)</li> <li>• Kamal’s use of the negative (<i>i dont tired</i>)</li> <li>• evidence of at least three of Halliday’s functions of language: <b>Representational</b> – <i>where your dink</i>, <b>Heuristic</b> – <i>why</i>, <b>Regulatory</b> – <i>turn it round</i></li> <li>• topic management and agenda-setting</li> <li>• turn-taking in conversation, no evident interruption or overlap</li> </ul> <p><b>Refer to the band descriptors and standardisation scripts in arriving at your mark.</b></p>	25