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**ENGLISH LANGUAGE**

**9093/42**

Paper 4 Language Topics

**October/November 2017**

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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**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.

**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: *it was a little bit because (.) cos you know (.) tiny and tempah (.) its like (.) a juxtaposition*
- structure of exchanges – co-operative overlaps and interruptions. For example,

**Angela:** it is it is hard for artists from over there to break over here

//

**Tinie:** yes

//

**Angela:** in the united states a lot of  
people cant do it

- feedback between participants – for example Angela's *right*
- echoed phrases – for example:

**Tinie:** *trying to be*

**D J Envy:** *trying to be*

- 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 informative and entertaining as they can be. The conversation comes across as quite natural, in contrast to many formal interviews. 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**

<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.

**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 passage as well as to ideas and examples from your wider study.

Candidates are likely to refer to:

- issues related to notions of world/global English
- rate at which the use of English is growing – *on its way to being spoken by every third person on the planet*
- advantages of having a globally-intelligible language – *ever more people will be able to communicate in one language*
- disadvantages of having a globally-intelligible language
- issues related to – and possible distinctions between – notions of ‘world’ / ‘global’ / ‘international’ English
- disadvantages of the dominance of English:
  - language death – *in 2115 there will be vastly fewer languages and few would welcome the loss of this variety*
  - historical context – *colonialization has led to the disappearance of languages*
  - threat to multiculturalism / links between language and culture.

Strong and confident candidates may wish to take issue with the premise of the article. If they do so in a balanced and coherent way they are likely to gain high 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**

<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.

**Likely Content**

**Discuss ways in which Leila and Melinda 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. Melinda'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.
- Leila's developmental stage and linguistic competence:
  - there are many examples of complex structures beyond the telegraphic stage (*theyre a bit spicy, why her got her bib on again?*)
  - There are several grammatical errors in her speech (*why have got two spoons and a other (.) purple spoon, i think her thinks its a real food*)
- Leila's keenness to be co-operative (*can I take these spoons out melinda*)
- evidence of at least four of Halliday's functions of language (**Interactional** – *can I take these spoons out Melinda*, **Heuristic** – *why have got two spoons*, **Representational** – *theyre a bit spicy*, **Personal** – *but i like them though*)
- number of questions in Leila's speech, especially *why* questions (*why have got two spoons*) – she is keen to learn about the world
- the structure of the exchanges: overwhelmingly fulfilled adjacency pairs, with little evident interruption or overlap
- 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.*