



Cambridge International A Level

ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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

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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. |

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>Likely content</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"> • non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations, for example: <i>yeah (.) im not (.) im not (.) that fussy (.) erm (1) yeah</i> • structure of exchanges – co-operative overlaps and interruptions. For example, Ed: <i>err (3) i dunno (.) probably err</i> // Kristin: <i>cause i know youve written a <u>lot</u></i> • limited amount of support and feedback between participants – for example Kristin interjecting <i>yeah</i> • reference to theories/theorists of language such as Robin Lakoff, Deborah Tannen, Deborah Cameron and Jennifer Coates • inclusive vs exclusive speech <p>Stronger and more confident candidates are likely to appreciate the highly co-operative nature of this conversation, and to see that both Ed and Kristin are trying to be as helpful, positive and informative as they can be. The conversation comes across as quite natural, although Kristin is clearly in charge of the interview. They may also comment on the different uses of the word <i>like</i> by both participants. If candidates pursue such lines of argument in a balanced and coherent way, they are likely to gain higher marks.</p> <p>Refer to the band descriptors and standardisation scripts in arriving at your mark.</p> | 25 |

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. |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>Likely content</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"> • issues related to notions of world/global English • how important English proficiency is in the modern world – it is <i>the primary language of academia, as well as a requirement for many universities and businesses</i> • advantages of having a globally-intelligible language of communication: economic, educational, social • the <i>divide</i> between those who are <i>privileged enough</i> to learn English and those who are unable to • how reliance on English <i>enforces barriers to three quarters of the world</i> • the benefits (cultural, social) of speaking other languages • the roles and functions that different varieties of English fulfil • issues related to – and possible distinctions between – notions of world/global/international English <p>Stronger and more confident candidates may wish to take issue with the notion that learning English can ‘create massive chasms among groups’. If candidates pursue such lines of argument in a balanced and coherent way, they are likely to gain higher marks.</p> <p>Refer to the band descriptors and standardisation scripts in arriving at your mark.</p> | 25 |

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. |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Likely content</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"> • Child-directed speech, e.g. Oliver’s mother’s use of a range of question types to elicit response • Other uses of caretaker speech • non-fluency features of spontaneous speech, typical of more advanced speakers: fillers, pauses, false starts, for example: <i>can i (.) can i (.) theres horsies live <u>here</u> and we’re (.) we’re just (.) we’ll (.) i’ll come back for ellie</i> • Theorists and theories, such as Skinner (Behaviourism/reinforcement), Chomsky (language acquisition device), Piaget (cognitive development), Vygotsky, Bruner et al. • Oliver’s developmental stage and linguistic competence: examples of complex structures beyond the telegraphic stage, for example: <i>mum (.) im trying to say the goff (.) course and open the door</i> • Nonstandard grammatical structures in Oliver’s speech, for example: <i>theres horsies live <u>here</u> and can we see the rabbits are there↗</i> • Oliver’s incorrect pronunciation at times, for example: <i>nono</i> and <i>goff corst</i> • Evidence of at least four of Halliday’s functions of language: Regulatory – <i>how about to (.) to the (.) to the (.) to the (.) to the goff corst↗</i>, Interactional – <i>you remember↗</i>, Representational – <i>we’ll come back for ellie will we↗</i>, Imaginative – <i>she skipped along the path</i> • Use of questions in Oliver’s speech, for example: <i>hes my friend is he↗ and see (.) that boy↗</i> • The structure of the exchanges: overwhelmingly fulfilled adjacency pairs, with little evident interruption or overlap. <p>Refer to the band descriptors and standardisation scripts in arriving at your mark.</p> | 25 |