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**ENGLISH LANGUAGE**

**9093/41**

Paper 4 Language Topics

**October/November 2016**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

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## Likely Content

**Discuss ways in which the participants 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:

- structure of exchanges, mainly question-answer to carry the story forward but with co-operative overlaps: for example, when Jane completes Ben's sentence:  
*Ben: i swam three strokes and i thought its not too bad and then*  
*Jane: // it hit you*
- lack of interruptions (maybe because Jane is engrossed in the story)
- non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations; for example, *erm (1) i was (.) ive always liked swimming as you know and I was sort of (.) i was considering*
- colloquial language: for example, *bonkers*
- support and feedback between participants: for example, Jane interjecting *wow* and laughing
- linguistic "echoing" by Jane of Ben's comments provides reinforcement and shows the close relationship of the participants, for example:  
*Ben: and theres this mad italian guy who i was with (1) [laughs]*  
*Jane: mad (.) youre mad [smiles]*
- theories/theorists of language such as Robin Lakoff and Deborah Tannen
- inclusive versus exclusive speech
- social context/purpose of the interaction (mother listening to an event being narrated by her son).

Strong candidates are likely to appreciate the highly co-operative nature of this conversation, and to see that Jane is showing interest in Ben's story and encouraging him to continue by her reactions and responses. If they 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.*

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## 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.

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## 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:

- advantages of having a globally-intelligible language of communication: economic, educational, social. How it is seen as *essential not just for survival but also for prospering in the world village*
- issues related to – and possible distinctions between – notions of ‘world’ / ‘global’ / ‘international’ English, especially in the context of Kachru’s model
- notions of ‘Englishes’ within all three of the circles: for example, dialect differences in the inner circle and adapted forms of English (like *Jenglish, Chinglish, Spanglish*) in the expanding circle
- *exponentially spreading expanding circle*
- dominance of English globally and the resultant reduction in language diversity
- dangers of developing *mutually unintelligible Englishes*.

Stronger and more confident candidates may be able to develop Widdowson’s point about the move from the ‘*distribution*’ of English to the ‘*spread*’ and how this is *uncontrolled*. They may wish to comment on the point about how varieties of English *have meaning for their users* and argue the case for their status being equal to ENL. 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

<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.

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### Likely Content

**Discuss ways in which Diego and his teacher 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 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.
- Diego's developmental stage and linguistic competence – there are some signs of telegraphic speech (*big red one*) but also some more complex structures well beyond the telegraphic stage (*i can ride from one end of the street to the other end*)
- Diego's use of sound effects to describe his speed
- topic management and agenda-setting – the teacher is in control of the conversation
- the structure of the exchanges: overwhelmingly fulfilled adjacency pairs, with little 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.*