

# Cambridge International A Level

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**ENGLISH LANGUAGE****9093/42**

Paper 4 Language Topics

**May/June 2024****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.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** printed pages.

**PUBLISHED****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 descriptions 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.

**PUBLISHED****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.

**PUBLISHED****English & Media subject specific general marking principles****(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))****Components using level descriptors:**

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

**Components using point-based marking:**

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons...).
- DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

**English Language specific marking instructions:****AO1 Read and demonstrate understanding of a wide variety of texts. (Understanding)**

- Marks should be awarded for the accuracy of the candidate's understanding of the text and its features, **not** for any analysis of them which is recognised under AO3.
- Where comparison is required, marks should be awarded for the candidate's recognition of similarities and differences between the texts and their features, **not** for any consequent analysis.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**AO2 Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. (Writing)**

- Marks should be awarded equally on the basis of the level of the candidate's written expression (range of features used and accuracy) and the development of their writing (its organisation and relevance to task and audience).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. (Conceptualisation)**

- Marks should be awarded equally on the basis of the level of the candidate's understanding of the relevant issues, concepts, methods and approaches represented both in the text(s) and in their wider studies.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**PUBLISHED****Marking criteria for Section A Question 1 and Section B Question 2****Table A**

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b>  <b>10 marks</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b>  <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b>  <b>10 marks</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Sophisticated understanding of text (meaning/context/ audience)</li> <li>Insightful reference to specific points</li> </ul> <p>9–10 marks</p>	<ul style="list-style-type: none"> <li>Sophisticated expression, with a high level of accuracy</li> <li>Content is fully relevant; ideas are developed throughout in a sophisticated manner</li> </ul> <p>5 marks</p>	<ul style="list-style-type: none"> <li>Sophisticated understanding of linguistic issues, concepts, methods and approaches represented in the text</li> <li>Insightful reference to wider study of linguistic issues, concepts, methods and approaches</li> </ul> <p>9–10 marks</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Detailed understanding of text (meaning/context/ audience)</li> <li>Effective reference to specific points</li> </ul> <p>7–8 marks</p>	<ul style="list-style-type: none"> <li>Effective expression, with a few minor errors which do not impede communication</li> <li>Content is relevant; ideas are developed in an effective manner</li> </ul> <p>4 marks</p>	<ul style="list-style-type: none"> <li>Detailed understanding of linguistic issues, concepts, methods and approaches represented in the text</li> <li>Effective reference to wider study of linguistic issues, concepts, methods and approaches</li> </ul> <p>7–8 marks</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Clear understanding of text (meaning/context/ audience)</li> <li>Clear reference to specific points</li> </ul> <p>5–6 marks</p>	<ul style="list-style-type: none"> <li>Clear expression, with occasional errors which do not impede communication</li> <li>Content is relevant; ideas are developed clearly</li> </ul> <p>3 marks</p>	<ul style="list-style-type: none"> <li>Clear understanding of linguistic issues, concepts, methods and approaches represented in the text</li> <li>Clear reference to wider study of linguistic issues, concepts, methods and approaches</li> </ul> <p>5–6 marks</p>

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b>  <b>10 marks</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b>  <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b>  <b>10 marks</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Limited understanding of text (meaning/context/ audience)</li> <li>Limited reference to specific points</li> </ul> 3–4 marks	<ul style="list-style-type: none"> <li>Expression is clear but may not flow easily, with frequent errors which generally do not impede communication</li> <li>Content is mostly relevant; ideas are developed in a limited manner</li> </ul> 2 marks	<ul style="list-style-type: none"> <li>Limited understanding of linguistic issues, concepts, methods and/or approaches represented in the text</li> <li>Some limited reference to wider study of linguistic issues, concepts, methods and/or approaches</li> </ul> 3–4 marks
<b>1</b>	<ul style="list-style-type: none"> <li>Basic understanding of text (meaning/context/ audience)</li> <li>Minimal reference to specific points</li> </ul> 1–2 marks	<ul style="list-style-type: none"> <li>Basic expression, with frequent errors which impede communication</li> <li>Content may lack relevance in parts; minimal development of ideas</li> </ul> 1 mark	<ul style="list-style-type: none"> <li>Minimal understanding of linguistic issues, concepts, methods and/or approaches represented in the text</li> <li>Minimal reference to wider study of linguistic issues, concepts, methods and/or approaches</li> </ul> 1–2 marks
<b>0</b>	<ul style="list-style-type: none"> <li>No creditable content</li> </ul> 0 marks	<ul style="list-style-type: none"> <li>No creditable content</li> </ul> 0 marks	<ul style="list-style-type: none"> <li>No creditable content</li> </ul> 0 marks

**Section A: English in the world**

Question	Answer	Marks
1	<p><b>Read the following two texts.</b></p> <p><b>Text A</b> is an extract from an article in the American newspaper <i>The Wall Street Journal</i>. It was published in 2021.</p> <p><b>Text B</b> is an extract from an article in the Zimbabwean newspaper <i>The Herald</i>. It was published in 2022.</p> <p><b>Discuss what you feel are the most important issues raised in the texts relating to the changing use of English in an international context. You should refer to specific details from the texts as well as to ideas and examples from your wider study of English in the world.</b></p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p><b>Additional guidance:</b> The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p><b>Responses might discuss the following:</b></p> <ul style="list-style-type: none"> <li>• how <i>Relying solely on English inevitably limits the world's collective knowledge base</i></li> <li>• how, in spite of the hegemony of English for several decades <i>Only a quarter of the world's population is minimally competent in English</i></li> <li>• how, this means that <i>Monolingual English-speakers can't effectively communicate with three-quarters of the world</i></li> <li>• how and why they <i>risk becoming politically and culturally isolated</i></li> <li>• how and why the attraction of English is waning in China</li> <li>• how and why, in China, foreign companies have become <i>the least preferred employers</i></li> <li>• how, as a result, <i>English language education has suffered a heavy blow</i></li> <li>• how this changing trend may be apparent in other countries</li> <li>• how this changing trend may develop in the future</li> </ul>	25



**Section B: Language and the self**

Question	Answer	Marks
2	<p><b>Read the following text, which is an extract from an article published in 2019 on <i>PBS.com</i>, the website of an American public broadcaster.</b></p> <p><b>Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect personal and social identity. You should refer to specific details from the text as well as to ideas and examples from your wider study of Language and the self.</b></p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p><b>Additional guidance:</b> The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p><b>Responses might discuss the following:</b></p> <ul style="list-style-type: none"> <li>• the concept of <i>secret languages</i></li> <li>• how <i>people reinforce each other's language</i> in prison</li> <li>• other social settings where this phenomenon is apparent</li> <li>• how <i>prison is one of the few places today that language is actually being created</i></li> <li>• the similarities between <i>street and/or prison slang</i></li> <li>• examples of the above</li> <li>• how <i>Language is created for many reasons within prison</i>, such as secrecy</li> <li>• reasons for creating other secret languages or codes</li> <li>• the exclusivity of anti-languages and issues that arise from their use</li> <li>• examples of the above, including the relationships between these groups</li> </ul>	25