

Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/04

Paper 4 Language Topics

For examination from 2021

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **8** pages. Blank pages are indicated.

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.

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.

Marking criteria for Section A Question 1 and Section B Question 2

Table A

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 10 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 10 marks
5	<ul style="list-style-type: none"> Sophisticated understanding of text (meaning/context/audience) Insightful reference to specific points <p>9–10 marks</p>	<ul style="list-style-type: none"> Sophisticated expression, with a high level of accuracy Content is fully relevant; ideas are developed throughout in a sophisticated manner <p>5 marks</p>	<ul style="list-style-type: none"> Sophisticated understanding of linguistic issues, concepts, methods and approaches represented in the text Insightful reference to wider study of linguistic issues, concepts, methods and approaches <p>9–10 marks</p>
4	<ul style="list-style-type: none"> Detailed understanding of text (meaning/context/audience) Effective reference to specific points <p>7–8 marks</p>	<ul style="list-style-type: none"> Effective expression, with a few minor errors which do not impede communication Content is relevant; ideas are developed in an effective manner <p>4 marks</p>	<ul style="list-style-type: none"> Detailed understanding of linguistic issues, concepts, methods and approaches represented in the text Effective reference to wider study of linguistic issues, concepts, methods and approaches <p>7–8 marks</p>
3	<ul style="list-style-type: none"> Clear understanding of text (meaning/context/audience) Clear reference to specific points <p>5–6 marks</p>	<ul style="list-style-type: none"> Clear expression, with occasional errors which do not impede communication Content is relevant; ideas are developed clearly <p>3 marks</p>	<ul style="list-style-type: none"> Clear understanding of linguistic issues, concepts, methods and approaches represented in the text Clear reference to wider study of linguistic issues, concepts, methods and approaches <p>5–6 marks</p>
2	<ul style="list-style-type: none"> Limited understanding of text (meaning/context/audience) Limited reference to specific points <p>3–4 marks</p>	<ul style="list-style-type: none"> Expression is clear but may not flow easily, with frequent errors which generally do not impede communication Content is mostly relevant; ideas are developed in a limited manner <p>2 marks</p>	<ul style="list-style-type: none"> Limited understanding of linguistic issues, concepts, methods and/or approaches represented in the text Some limited reference to wider study of linguistic issues, concepts, methods and/or approaches <p>3–4 marks</p>

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 10 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 10 marks
1	<ul style="list-style-type: none"> • Basic understanding of text (meaning/context/audience) • Minimal reference to specific points <p style="text-align: right;">1–2 marks</p>	<ul style="list-style-type: none"> • Basic expression, with frequent errors which impede communication • Content may lack relevance in parts; minimal development of ideas <p style="text-align: right;">1 mark</p>	<ul style="list-style-type: none"> • Basic understanding of linguistic issues, concepts, methods and/or approaches represented in the text • Minimal reference to wider study of linguistic issues, concepts, methods and/or approaches <p style="text-align: right;">1–2 marks</p>
0	<ul style="list-style-type: none"> • No creditable response <p style="text-align: right;">0 marks</p>	<ul style="list-style-type: none"> • No creditable response <p style="text-align: right;">0 marks</p>	<ul style="list-style-type: none"> • No creditable response <p style="text-align: right;">0 marks</p>

Section A: English in the world

Question	Answer	Marks
1	<p>Read the following two texts. Text A is a news item published in 2014 on the <i>BBC World News Asia</i> website. Text B consists of four online comments written in response to this news item.</p> <p>Discuss what you feel are the most important issues raised in the texts relating to the spread of English around the world. 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.</p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p>Additional guidance:</p> <p>The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p>Responses might discuss the following:</p> <ul style="list-style-type: none"> • the concepts of a world language, English as a ‘global’ language, and English as a lingua franca • the spread and/or distribution of English, e.g. Kachru’s concentric circles model • ideas of linguistic/cultural imperialism • the domination of world media and commerce by the English language • the effects of language contact • prescriptivist versus descriptivist attitudes to language change • language shift • the phenomenon of zero translation, e.g. <i>GDP</i>, <i>WTO</i>, <i>Wifi</i> • how and why some brand names are translated, e.g. <i>Nokia</i>, while some others are not, e.g. <i>iPhone</i> • lexical borrowing, e.g. <i>cul-de-sac</i>, <i>karaoke</i>, <i>jodhpurs</i>. 	25

Section B: Language and the self

Question	Answer	Marks
2	<p>Read the following text, which is an extract from a blog on the website of SOAS, a college of the University of London. It was posted in 2017.</p> <p>Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect 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.</p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p>Additional guidance:</p> <p>The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p>Responses might discuss the following:</p> <ul style="list-style-type: none"> • the notion of how identity is constructed by language • the fact that language is constantly evolving • the idea of RP being <i>under attack</i> • MLE as a sociolect which is very dynamic and changes constantly and rapidly • how MLE occurred <i>naturally due to an inner-city generation's exposure to a variety of accents, foreign languages, and pronunciations</i> • the idea that common culture rather than ethnic or social background is what matters in becoming part of the MLE language community • concepts related to the idea of language as an expression of self and identity • concepts related to the idea of shared culture-specific values (covert prestige) • the use of loanwords in MLE and other variants of English • specific instances of the lexis, grammar, syntax or phonology of MLE, e.g. the suffix <i>-dem</i>, the term <i>dutty</i> • concepts of convergence/divergence, e.g. Giles's Accommodation Theory; Sperber and Wilson's Relevance Theory • the idea that MLE is becoming <i>redundant</i> and less relevant as it spreads and UBE is suggested as a more appropriate term for the sociolect • the idea of code-switching from Standard English to MLE. 	25

BLANK PAGE