



Cambridge International A Level

ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

May/June 2023

MARK SCHEME

Maximum Mark: 50

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 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.

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).

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	- Sophisticated understanding of text (meaning / context / audience) - Insightful reference to specific points 9–10 marks	- Sophisticated expression, with a high level of accuracy - Content is fully relevant; ideas are developed throughout in a sophisticated manner 5 marks	- 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 9–10 marks
4	- Detailed understanding of text (meaning / context / audience) - Effective reference to specific points 7–8 marks	- Effective expression, with a few minor errors which do not impede communication - Content is relevant; ideas are developed in an effective manner 4 marks	- 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 7–8 marks
3	- Clear understanding of text (meaning / context / audience) - Clear reference to specific points 5–6 marks	- Clear expression, with occasional errors which do not impede communication - Content is relevant; ideas are developed clearly 3 marks	- 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 5–6 marks

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
2	- Limited understanding of text (meaning/context/ audience) - Limited reference to specific points 3–4 marks	- 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 2 marks	- 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 3–4 marks
1	- Basic understanding of text (meaning / context / audience) - Minimal reference to specific points 1–2 marks	- Basic expression, with frequent errors which impede communication - Content may lack relevance in parts; minimal development of ideas 1 mark	- Minimal 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 1–2 marks
0	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks

Section A: English in the world

Question	Answer	Marks
1	Read the following texts, which both discuss Singlish, a hybrid form of English. Text A is an extract from the launch speech of the Speak Good English Movement, given in 2000 by Singapore's then Prime Minister Goh Chok Tong. Text B is an extract from an article from <i>AsiaOne</i>, a Singaporean news website, published in 2020. Discuss what you feel are the most important issues raised in the texts relating to the causes and effects of the expansion 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. Mark according to the levels of response marking criteria in Table A. Additional guidance: The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. Responses might discuss the following: - the prevalence of hybrid forms of English around the world - the notion that <i>If we speak a corrupted form of English that is not understood by others, we will lose a key competitive advantage</i> - the idea that <i>The ability to speak good English is a distinct advantage in terms of doing business and communicating with the world</i> - that hybrid forms are seen by some as <i>corrupted</i> or <i>Poor English</i> - how <i>condescension and juvenile humour</i> can be associated with vernacular forms of English, notably when <i>various sounds and gestures replace complex vocabulary</i> - how hybrid forms of English <i>can reinforce class structures at the level of language itself</i> and can be <i>condescending</i> - how many Singaporeans <i>proudly identify with a creole to call their own</i> - how the same is true in other countries and cultures - how many view the local variety as integral to the local culture - the concept of code-switching - the concept of language death - how government language policy can affect the use of English in the world.	25

Section B: Language and the self

Question	Answer	Marks
2	Read the following text, which is an extract from an interview with the author of <i>How You Say It: Why You Talk the Way You Do – And What It Says About You</i>, a book published in 2020. The review was published on <i>SciTechDaily.com</i>, a science and technology news website. Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect how individuals think about each other. 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. Mark according to the levels of response marking criteria in Table A. Additional guidance: The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. Responses might discuss the following: • that <i>the way you talk may determine who you're friends with [and] the job you have</i> • that <i>the way you talk may determine ... how you see the world</i> • how the author believes that the way you speak is, <i>in a very real way, a window into who you are and how other people see you</i> • how speech <i>underpins all facets of social life</i> • how she believes there is <i>a bias against what's perceived as non-standard speech</i> • how hard it can be for people <i>to feel marginalized based on their speech</i> • that <i>at more societal and institutional levels there's a bias ... that's kind of baked in</i> • the role of parents and educators in speech discrimination • the idea that the way we think is shaped by categories in our language • how categorising <i>stereotypes about groups of people can easily lead to prejudice against individuals</i> • how the way we talk <i>both unites and divides us</i>.	25