

Cambridge International A Level

ENGLISH LANGUAGE**9093/41**

Paper 4 Language Topics

October/November 2024**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 October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **8** 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).

PUBLISHED**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 text, which is an extract from an article published in 2022 on <i>Rest of World</i>, a website which focuses on global issues relating to technology. Discuss what you feel are the most important issues raised in the text relating to the changing use of English in an international context. You should refer to specific details from the text 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 concepts of a world language, English as a ‘global’ language, and English as a lingua franca - the fact that in India 65% of high school final students <i>come from non-English medium schools</i> - the fact that higher education in the country is currently <i>almost entirely English based</i> - how, as a result, <i>India is seeing a surge in ‘mother tongue’ education</i> - how some believe that India’s education strategy <i>privileges English-only higher education and promotes a language-class separation</i> - how the UN’s Independent Expert on Minority Issues recently recommended that <i>quality public education should be conducted in regional languages</i> - how this shift in language use could be relevant to other countries and regions - how some believe that <i>local-language technical education creates dissonance with global demand</i> - how the increase in mother-tongue education could disadvantage India and its graduates	25

Section B: Language and the self

Question	Answer	Marks
2	Read the following text, which is an extract from an article published in 2021 in the British newspaper <i>The Guardian</i>. Discuss what you feel are the most important issues raised in the text relating to the ways in which language can 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. 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: • how a school is banning certain words and phrases from use in the classroom • how teachers say that <i>this guides pupils to use language that fits more formal situations</i> • the prescriptivist approach to language implied by this approach • how some linguists have described the ban as <i>crude and shortsighted ... a disservice and discredit to young people</i> • how slang has always been <i>at the forefront of linguistic innovation</i> • how slang can be <i>wonderfully creative</i> • how banning slang in the classroom <i>may have negative effects on identity and confidence</i> • and may make children <i>feel they have to reject the cultural aspects of their own language</i> • the descriptivist approach that we <i>should celebrate the different ways language is being used</i>	25