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ENGLISH LANGUAGE

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Paper 4 Language Topics

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MARK SCHEME

Maximum Mark: 50

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1 Spoken language and social groups

Band 1	22–25	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.
Band 2	18–21	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.
Band 3	14–17	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.
Band 4	10–13	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.
Band 5	6–9	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.
Band 6	2–5	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).
Below Band 6	0–1	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

Likely Content

Discuss ways in which the speakers are using language here to communicate and how their language is affected by the context. You should refer to specific details from the transcription, relating your observations to ideas from your wider study of spoken language and social groups.

Candidates are likely to refer to:

non-fluency features of spontaneous speech: fillers, pauses, false starts, reformulations. For example: *when we came (.) er (.) just arrived yesterday*

some language features that are thought to be female language characteristics (e.g. co-operative overlaps, backchannel support). Note: it is easy to overstate the significance of 'gendered' features

structure of exchanges – co-operative overlaps and interruptions. For example,

JKR: *yeah (.) not for too long*

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OW: *not for too long*

support and feedback between participants. For example OW and JKR interjecting *yeah* on several occasions and the *mm* from OW

reference to theories/theorists of language such as Robin Lakoff, Deborah Tannen, Deborah Cameron and Jennifer Coates

inclusive vs. exclusive speech.

Strong candidates are likely to appreciate the highly co-operative nature of this conversation, and to see that OW and JKR are trying to be as helpful, positive and informative as they can be. The conversation comes across as quite natural, in contrast to many formal interviews. If candidates 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.

2 English as a global language

Band 1	22–25	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.
Band 2	18–21	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.
Band 3	14–17	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.
Band 4	10–13	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.
Band 5	6–9	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.
Band 6	2–5	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.
Below Band 6	0–1	Minimal appreciation and awareness of linguistic issue/topic; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

Likely Content

Discuss what you feel are the most important issues raised here relating to the changing importance and use of English as a global language. You should refer to specific details from the passages as well as to ideas and examples from your wider study.

Candidates are likely to refer to:

- issues related to notions of world/global English and the dominant nature of English globally
- advantages of having a globally-intelligible language of internationalisation: social mobility, economic prosperity, education and *multi-cultural understanding*
- notions of 'Englishes'
- how language changes and the resultant difficulties in homogenising language
- issues related to – and possible distinctions between – notions of 'world' / 'global' / 'international' English
- disadvantages of the dominance of English:
 - social and cultural impacts
 - language death and the resultant tragedy in the loss of language diversity
 - how this puts other languages at risk of extinction
 - threat to multiculturalism/links between language and culture.

Strong and confident candidates may come down strongly on one side or other of the debate and may take issue with some of the advantages/disadvantages outlined in the passage. If they do so in a balanced and coherent way they are likely to gain high 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.

3 Language acquisition by children and teenagers

Band 1	22–25	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.
Band 2	18–21	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.
Band 3	14–17	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.
Band 4	10–13	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.
Band 5	6–9	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.
Band 6	2–5	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).
Below Band 6	0–1	Minimal appreciation and awareness of language and forms/conventions; work fragmented or incoherent. Unfocused; very limited. Probably marked by brevity.

Likely Content

Discuss ways in which the children are using language here. You should refer to specific details from the transcriptions, relating your observations to ideas from your studies of language acquisition.

Candidates are likely to refer to:

theorists and theories, such as Skinner (Behaviourism/reinforcement), Chomsky (language acquisition device), Piaget (cognitive development), Vygotsky, Bruner et al.
the speakers' developmental stages, and evidence of their linguistic competence – there are some complex structures well beyond the telegraphic stage (*youre giving me a headache*)
questions being formulated, with questioning intonation, and answered by the children. For example,

Jamila: *so you died↗*
Ella: *well i didnt die but i nearly*

non-grammatical utterances (*our hearts doesnt bleed does it↗*)
non-fluency features of spontaneous speech – fillers, pauses, false starts, reformulations. For example,

Jack: *im not (.) im not listening to you then*

the structure of the exchanges: several fulfilled adjacency pairs, but with interruptions and overlaps
the social interaction that is going on between the children
the similarities and differences between the children's language and adult language.

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.