



Cambridge International A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

February/March 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.

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This document consists of **13** 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 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.

AO5: Analyse and synthesise language data from a variety of sources. (Data handling)

- Marks should be awarded equally on the basis of the level of the candidate's selection, analysis and synthesis of language data.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

Higher marks should be awarded where candidates identify patterns and offer thoughtful and plausible explanations for the features they are discussing.

Weaker answers may spot features or describe individual cases of language change without reference to broader considerations or examples.

Section A: Language change

Question	Answer	Marks
1	Read <u>Texts A</u>, <u>B</u> and <u>C</u>. Analyse how <u>Text A</u> exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from <u>Texts A</u>, <u>B</u> and <u>C</u>, as well as to ideas and examples from your wider study of language change. 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. Candidates may organise their response in any appropriate way. They are not required to focus on lexis, grammar and syntax, orthography and graphology in separate sections. Responses might feature the following: Lexis and semantics • There is a range of lexis used related to modern fashion, including <i>jumpsuit</i>, <i>T</i> and <i>athleisure</i>. Candidates may discuss the origins of this lexis. • Clipping is used in <i>beaut</i>, <i>gorge</i> and <i>sesh</i>. • Informal register is used e.g. <i>cute</i>, use of exclamation marks and direct address, as appropriate to the target audience. Older texts tend to be more formal in register. • The initialisms <i>PJs</i> and <i>BFF</i> are used. • The terms <i>inbox</i> and <i>out of office</i> are linked to the rise of communication technology. • The collective noun <i>squad</i> has undergone lexical broadening: this is used initially in Text A to mean ‘a group of friends’, but originally referred to a group of military men, then extended to include groups in sports and police work (as in the second instance in Text A). Text B exemplifies this. • <i>Bling</i> is a noun used to refer to shiny jewellery which was coined in the late 1990s and is still in use.	25

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Question	Answer	Marks
1	Grammar • There is evidence of grammatical conversion. For example, <i>lunching</i> has changed from a noun to a verbs with the addition of the <i>-ing</i> ending. • Using Text C, candidates may give reasons for the increasing use of hyphenation. • elliptical constructions e.g. <i>Feeling bold?</i> Orthography • Spelling is mostly standard as would be expected in a contemporary text. • Phonetic spelling in <i>pro-fesh</i> and <i>pro-fash</i>. Graphology • Capital letters are standardised and used for proper nouns and abbreviations. • Some phrases are hyphenated such as <i>white-T-under-black-jumpsuit</i>, which is an example of linguistic play that characteristically enhances the tenor between the writer and the audience. • *Yawns* uses punctuation in a way that would not be found in older texts. In contemporary informal texts e.g. SMS messaging, asterisks are used in this way to highlight paralinguistic features and add drama to the text.	

Marking criteria for Section A Question 1**Table A**

Level	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. 5 marks	AO5: Analyse and synthesise language data from a variety of sources. 15 marks
5	- 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, and insightful reference to, linguistic issues, concepts, methods and approaches 5 marks	- Insightful and fully appropriate selection of language data from all three sources - Sophisticated and insightful analysis of language data - Sophisticated synthesis of evidence from all three sources of language data 13–15 marks
4	- 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, and effective reference to, linguistic issues, concepts, methods and approaches 4 marks	- Effective and appropriate selection of language data from all three sources - Detailed and effective analysis of language data - Effective synthesis of evidence from all three sources of language data 10–12 marks
3	- Clear expression, with occasional errors which do not impede communication - Content is relevant; ideas are developed clearly 3 marks	Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches 3 marks	- Clear and appropriate selection of language data from at least two sources - Clear analysis of language data - Clear synthesis of evidence from at least two sources of language data 7–9 marks
2	- 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, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches 2 marks	- Limited and generally appropriate selection of language data; may be uneven coverage - Limited analysis of language data - Some attempt to synthesise evidence from sources of language data 4–6 marks

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Level	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. 5 marks	AO5: Analyse and synthesise language data from a variety of sources. 15 marks
1	- Basic expression, with frequent errors which impede communication - Content may lack relevance in parts; minimal development of ideas 1 mark	Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches 1 mark	- Basic and minimal selection of language data - Basic analysis of language data - Minimal attempt to synthesise evidence from sources of language data 1–3 mark
0	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks

Section B: Child language acquisition

Question	Answer	Marks
2	Read the following text, which is a transcription of a conversation between James (age 4 years) and his mother. They are at home, playing with toy houses and characters. Analyse ways in which James and his mother are using language in this conversation. In your answer, you should refer to specific details from the transcription, as well as to ideas and examples from your wider study of child language acquisition. Mark according to the levels of response marking criteria in Table B. Additional guidance: The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. Candidates may organise their response in any appropriate way. They are not required to focus on child-directed speech and children's language features in separate sections. Responses might feature the following: Child-directed speech • The mother frequently asks questions as a way of directing the speech and the play, with varying intonation e.g. <i>what does stuart's name <u>begin</u> with?</i> • Words are sometimes stressed e.g. <i><u>bobs</u> house.</i> • Questioning is used to correct James' speech in <i>whats at the beginning.</i>	25

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Question	Answer	Marks
2	Children's language features - James uses turn taking competently to produce fulfilled adjacency pairs, with exchanges initiated by the mother. - James is in the post-telegraphic stage. He uses some determiners (<i>my house</i>) and is able to place the plural pronoun 'we' in the subject position in <i>we can pretend</i>. - James is able to integrate negation into a sentence in <i>they dont actually open</i>. - James expresses himself using a range of lexis, including the adverb <i>actually</i>. - James is able to use intonation and stress for emphasis. - James mostly uses simple sentences but is also able to use complex sentences e.g. <i>you can come to my house if you want</i>. References to relevant theories and research should be integrated into the response and may include: - Halliday's functions of language e.g. representational – <i>theres some in the drawers</i>; imaginative – <i>im going to be bob</i>; personal – <i>the milk in my house is really good</i>; interactional – <i>you can come to my house if you want</i>. - Dore's functions of language – James is mostly answering. - Skinner (Behaviourism), e.g. positive reinforcement (<i>good boy</i>). - Piaget (cognitive development), with James being in the pre-operational stage. - Bruner (Language Acquisition Support System) <i>whats at the beginning</i>. - Vygotsky – Mother brings James into his zone of proximal development e.g. giving the correct response /s/.	

Marking criteria for Section B Question 2**Table B**

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 15 marks	AO5: Analyse and synthesise language data from a variety of sources. 5 marks
5	- Sophisticated understanding of text (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Sophisticated understanding of linguistic issues, concepts, methods and approaches - Insightful reference to wider study of linguistic issues and concepts - Insightful reference to linguistic methods and approaches taken by fully appropriate theorists 13–15 marks	Sophisticated selection, analysis and synthesis of language data 5 marks
4	- Detailed understanding of text (meaning/context/audience) - Effective reference to characteristic features 4 marks	- Detailed understanding of linguistic issues, concepts, methods and approaches - Effective reference to wider study of linguistic issues and concepts - Effective reference to linguistic methods and approaches taken by appropriate theorists 10–12 marks	Detailed selection, analysis and synthesis of language data 4 marks
3	- Clear understanding of text (meaning/context/audience) - Clear reference to characteristic features 3 marks	- Clear understanding of linguistic issues, concepts, methods and approaches - Clear reference to wider study of linguistic issues and concepts - Clear reference to linguistic methods and approaches taken by appropriate theorists 7–9 marks	Clear selection, analysis and synthesis of language data 3 marks
2	- Limited understanding of text (meaning/context/audience) - Limited reference to characteristic features 2 marks	- Limited understanding of linguistic issues, concepts, methods and/or approaches - Some limited reference to wider study of linguistic issues and/or concepts - Some limited reference to linguistic methods and/or approaches taken by generally appropriate theorists 4–6 marks	Limited selection, analysis and/or synthesis of language data 2 marks

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 15 marks	AO5: Analyse and synthesise language data from a variety of sources. 5 marks
1	- Basic understanding of text (meaning/context/audience) - Minimal reference to characteristic features 1 mark	- Basic understanding of linguistic issues, concepts, methods and/or approaches - Minimal reference to wider study of linguistic issues and/or concepts - Minimal reference to linguistic methods and/or approaches taken by theorists 1–3 marks	Basic selection, analysis and/or synthesis of language data 1 mark
0	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks