

Cambridge International A Level

ENGLISH LANGUAGE**9093/33**

Paper 3 Language Analysis

May/June 2025**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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **14** 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.

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).

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 4
	Assessment Objective 5
	Repetition
	Omission
	Requires clarity
	Seen
[Highlighter]	Inaccurate
	Not relevant

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 Texts A, B and C. Analyse how Text A exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from Texts A, B and C, 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 • Conversion is evident in the adjective <i>craveable</i>, from the verb ‘crave’. • Abbreviation is used in <i>mozz</i> for ‘mozzarella’ and <i>veggies</i> for ‘vegetables’. • Phrases <i>air fryer</i>, <i>air frying</i> and <i>air fried</i> are relatively new, as shown in Text C, demonstrating technological advancement, which has influenced cooking. Text C also shows a peak in the use of <i>microwave oven</i> during the 1990s and subsequent decline. • Alliteration in <i>crispy</i>, <i>crunchy</i> and <i>craveable</i> and <i>great gadgets</i>, adding a rhythmic quality to the text, as appropriate to form. • Text B shows a pragmatic shift in the use of <i>epic</i>. The word <i>ode</i> is used in Text A in a similar way. • In Text A, <i>epic</i> as used in relation to <i>countertop appliance</i> demonstrates this pragmatic shift and exemplifies hyperbole used throughout the text.	25

Question	Answer	Marks
1	Grammar and syntax • Sentences beginning with conjunctions <i>And</i> and <i>But</i>, which is not traditional. • Minor sentences <i>So. Much.</i> for percussive emphasis. • The elliptical sentence <i>Curious about exactly what an <u>air fryer</u> is?</i> and colloquial <i>hello, mozz sticks!</i> are attempts to engage the reader by replicating spoken language. Orthography • Hyphenation in <i>all-purpose</i>, <i>cult-status</i> and <i>perfectly-seared</i> could reflect random fluctuation in hyphen use. • American spelling for <i>caramelized</i> could lead to discussion of the branching off of British and American spelling conventions. • Otherwise, spelling is generally standard. Graphology • Large font is used for the title, which is traditional. • The font is consistent throughout, whereas older texts often used multiple typefaces. • Italicised text in <i>So. Much.</i> for emphasis. • Bold text in direct speech '<i>What is the best thing to cook in an air fryer?</i>' enhances the tenor between the writer and audience. • Hyperlinks in colour and underlined, as befits an online text.	25

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

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
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
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 marks
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 Otto (age 5 years), Felix (age 8 years) and their mother. They are at home, playing a board game. Analyse ways in which Otto, Felix and their 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 acts as mediator between the two children in order to progress the activity and therefore the language surrounding it • She does not correct or recast Otto's grammar and pronunciation, instead informing Felix <i>it doesnt matter how he says it felix (2) we all know what he means</i> which is contrary to the popular conception of one feature of child-directed speech • When asking questions or directing the topic, the mother uses multiple pauses to ensure her message is received, e.g. <i>it's still my go (1) felix (.) for giving otto the answer you can move my counter (1) eight places forward please (1) otto (.) you can go next because of your knee</i> • The mother remains firm yet polite in her conditioning strategy e.g. <i>felix you need to be more kind to your brother please</i> and models correct forms in her mainly simple declarative utterances.	25

Question	Answer	Marks
2	Children's language features • Otto and Felix produce fulfilled adjacency pairs although there are interruptions to the turn-taking • Otto's utterances evidence his position in the post-telegraphic stage although there are construction errors e.g. <i>i can't do it cos hes putting me off to think</i> and the overgeneralised tense in <i>/wɪpʌnd/</i> • Otto is at ease with negation and can contract his negative responses e.g. <i>no i didnt</i> • Phonological competence is clear in both boys, with just one substitution of the rhotic phoneme in <i>/wɪpʌnd/</i> from Otto • Otto demonstrates residual use of diminutives e.g. <i>hurty</i> and <i>mummy</i> • This is in contrast to Felix's use of <i>mum</i> and gives clear age demarcation between the two boys • Felix demonstrates a range of prosodic features including raised volume - <i>WRONG</i>, stress – <i>fell over not <u>fall</u>ed over</i>, alternating upward and downward intonation, and repetition for emphasis e.g. <i>with a /rə/ (.) /rə/ (.) /rə/ at the front</i> • Felix's utterances are clearly at the continuing development stage with the inclusion of colloquial and hyperbolic forms and patterns e.g. <i>yeah otto you showed me like a million times already</i> • Despite Felix's confidence, his utterance <i>ive hurt myself loads of times and i havent complained did i mum</i> ∨ demonstrates mismatch of verb use • Both boys use decreased volume when they think they might have upset their mother, e.g. <i>°i am being kind (.) i gave him the answer°</i> (Felix) and <i>°sorry i /wɪpʌnd/ my trousers mummy°</i> (Otto). References to relevant theories and research should be integrated into the response and may include: • Halliday's functions of language e.g. regulatory – <i>say it properly</i>; representational – <i>he sounds like a baby</i>; personal – <i>my knees hurty</i>, and interactional – <i>lets get on with the game</i> • Skinner (Behaviourism): the mother uses some positive and negative reinforcement although it is Felix rather than the mother who assumes the role of control when correcting Otto's utterances with negative reinforcement e.g. <i>he sounds like a baby (1) baby baby otto</i> • Piaget (cognitive development): Otto can be identified as having reached the preoperational stage. The overall construction in <i>no i didnt and anyway its hurty where i fallled over</i>, despite tense error, is multi-clause using contraction, negation, conjunction and adverb. Felix has reached the concrete operational stage, possibly indicated by his ideas of cause and effect e.g. <i>hes just making things up and ruining the game</i> • Vygotsky: as More Knowledgeable Other the mother attempts to scaffold Otto into a zone of proximal development with <i>so ive shaken a three and a five (2) how many does that make</i> ∨ and the following utterance: <i>nearly right otto (1) we need a bigger number than seven</i>. Her attempt is unfruitful, however. • Chomsky (Language Acquisition Device): Otto observes the English morphological rule for numbers in <i>eleventy twelve</i> as would be appropriate in the notion of Universal Grammar. On the other hand, Otto disregards his mother's modelling of correct forms in <i>you need to be more kind</i> and follows it immediately with the virtuous error in the comparative: <i>yeah felix be more kinder to me</i>.	25

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

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
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
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