
ENGLISH LANGUAGE

9093/32

Paper 3 Text Analysis

October/November 2016

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 will not enter into discussions about these mark schemes.

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- 1 Examiners need to be flexible in considering holistically what the candidates write in part **(a)** in relation to their analysis in part **(b)**. What may at first appear to be inappropriate choices of lexis and register in **(a)** may turn out to be explained in **(b)**.

There should be evidence that linguistic concepts have been understood and are being applied in helpful ways. Knowledge and understanding of spoken/written language should be made *explicit* in the comparative commentary **(b)**, but there is likely to be evidence of its informed application in the directed writing task **(a)**.

(a) Directed Writing

Band 1	9–10	Discriminating sense and understanding of audience, form, purpose, conventions and effects, underpinned by a fluent, highly accurate reworking of the material in a highly appropriate style.
Band 2	7–8	Proficient grasp and appreciation of audience, form, purpose, conventions and effects, supported by an informed and engaged reworking of the material in a consistent, appropriate and generally fluent style.
Band 3	5–6	Competent understanding of audience, form, purpose conventions and effects, supported by an adequately engaged reworking of the material in a measured style, perhaps containing a few lapses in accuracy and expression.
Band 4	3–4	Essentially sound but uneven sense and understanding of audience, form, purpose conventions and effects, supported by some engagement in reworking the material but marked by several lapses in accuracy and expression.
Band 5	1–2	Basic and limited sense and understanding of audience, form, purpose, conventions and effects; limited engagement with reworking the material, and marked by frequent lapses in accuracy and expression and/or an inappropriate grasp of intent and style.
Band 6	0–1	Wholly inappropriate sense of audience, form, purpose, conventions and effects; brief or confused work and/or marked by very limited accuracy and expression.

Notes on areas of likely features of style and content

Note: These must not be seen as a prescriptive or ‘finite’ list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

Candidates should write clearly, accurately, creatively and effectively for the prescribed purpose and audience.

Their writing should reveal:

- sound understanding of the original material
- understanding of the style of online advice, giving suitable references to the original material.

Stronger answers may include a range of strategies to express the views given – for instance, facts, opinions, references to the words of experts, and/or persuasive devices such as rhetorical questions. They are likely to include references to a specific school context.

Weaker answers may paraphrase points made in the original material with little development of these and little awareness of audience and purpose.

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Answers presented either in bullet points or more structured paragraphs are acceptable. The use of side headings with a brief paragraph written below each would be the most appropriate format.

(b) Commentary on language and style

Band 1	13–15	Discriminating, detailed, very comparative and highly informed appreciation and awareness spoken and/or written language; highly focused on effects created by conventions, form and style, purpose; very selective and close references to texts.
Band 2	10–12	Proficient, consistent appreciation awareness of spoken and/or written language; analyses texts with good degree of awareness of conventions, form and style, purpose; selective and relevant use of and reference to texts.
Band 3	8–9	Steady and mainly focused appreciation and awareness of spoken and/or written language; comments on texts are measured if not fully developed at times and show understanding of conventions, form and style, purpose; some relevant use of and reference to texts.
Band 4	6–7	Some engagement and partial appreciation and awareness of spoken and/or written language; occasional but undeveloped comments on some aspects of conventions, form and style, purpose; partial use of and reference to texts.
Band 5	3–5	Basic appreciation and awareness of spoken and/or written language; generalised and limited analysis of conventions, form and style, purpose; listing of features without further comment; limited textual reference.
Band 6	0–2	Very limited appreciation and awareness of spoken and/or written language; tendency to focus on content or engage in unfocused, fragmented ideas; brief or confused work.

Notes on areas of likely features of style and content

Note: Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

Candidates should write with a degree of control and clarity. While it is important to strive for accuracy of terms, the effective application of relevant evaluative/analytical skills is more important than a mere surface correctness of terminology.

Candidates are likely to comment on differences between spoken and written language.

Candidates are likely to identify that the spoken language in the original material has a reasonable level of fluency, although there are some non-fluency features such as repetition, overlaps and pauses. The directed writing should be more cohesive and have a more defined structure.

Candidates may note that the television talk show hosts use anecdotes (*I got like three hours of sleep*) and informality (*pulling an all nighter*) whereas the doctor is more formal (*functioning of our cognitive abilities* (.) *memory* (.) *attention* (.) *concentration*) but uses language which is accessible for non-specialist audiences.

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Candidates should select and analyse specific textual detail in both the original text and the directed writing.

Weaker answers may show only partial understanding or vague awareness of such features.

2 Text Analysis and Comparison

Band 1	22–25	Discriminating and sophisticated comparative appreciation of forms and conventions of texts, including spontaneous speech; detailed and incisive understanding of effects; highly sensitive to how purpose, context and audience shape meaning; highly perceptive grasp of voice and linguistic techniques.
Band 2	18–21	Engaged and consistent response, demonstrating very informed comparative appreciation of forms and conventions of texts, including spontaneous speech; proficient awareness of effects; focused grasp of how purpose, context and audience shape meaning; detailed appreciation of voice and linguistic techniques.
Band 3	14–17	Relevant and steady comparative awareness of forms and conventions of texts, including spontaneous speech; controlled and measured awareness of effects; generally informed understanding of effects and how purpose, context and audience shape meaning; competent appreciation of voice and linguistic techniques.
Band 4	10–13	Generally relevant and mainly comparative awareness of forms and conventions of texts, including spontaneous speech; reasonable awareness of effects; generally steady understanding of effects and how purpose, context and audience shape meaning; reasonable appreciation of voice and linguistic techniques.
Band 5	6–9	Basic awareness of forms and conventions of texts, including spontaneous speech, but lacking a fully comparative approach; adequate awareness of effects; some informed understanding of effects and how purpose, context and audience shape meaning; limited appreciation of voice and linguistic techniques.
Band 6	2–5	Rather limited and partial awareness of forms and conventions of texts, including spontaneous speech; a small degree of awareness of effects; general understanding of effects and how purpose, context and audience shape meaning; very limited appreciation of voice and linguistic techniques.
Below Band 6	0–1	Minimal awareness of forms and conventions of texts, including spontaneous speech; little awareness of effects; sparse understanding of effects and how purpose, context and audience shape meaning; little appreciation of voice and linguistic technique; very brief / fragmented; very unfocused.

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Notes on areas of likely content

It is expected that most candidates will comment on the different purposes of the texts and how this affects their linguistic features.

Weaker answers are likely to make general assertions about the language used, while stronger answers are likely to use suitable textual detail to support comments.

In Text A, candidates may identify and comment on features such as:

- the use of a variety of sentence structures
- the use of the present tense with simple or continuous aspects (*we are pausing ; cities are individuals*)
- the use of extended imagery including metaphor (*cities are individuals*) and simile (*Like a human being...*)
- references to a cultural knowledge with which it is implied that the reader will be familiar: *the UN; Imagine fashion without Milan...*
- use of the first person plural (*it made sense to us; we are pausing*), as well as use of the second person *you* to refer to a shared experience (*can you...*)
- use of imperatives: *try picturing; Imagine fashion.*

In Text B, candidates may identify and comment on features such as:

- the consistent use of the present tense
- the frequent use of adjectives (*red; warm; voluptuous*)
- the use of imagery, including metaphors (*anxious puppets*) and similes (*like stars; like pack animals*)
- the use of alliteration: *drone drunkenly; parched pavements*
- the use of a variety of sentence structures
- the use of the first person narrator, and a reference to the implied reader (*you see*)
- a conversational tone in the lines *Me?* and *when was that?*