

---

**ENGLISH LANGUAGE**

**9093/13**

Paper 1 Passages

**October/November 2017**

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 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

**Assessment Objectives:**

- Ability to read with understanding written material in a variety of forms, and to comment on its effectiveness.
- Knowledge and understanding of features of English language.
- Ability to write clearly, accurately and effectively for a particular purpose or audience.

Each answer is marked out of a total of 25.

- 15 marks are available for part (a) – commentary on use of language in the passage.
- 10 marks are available for part (b) – directed writing task based on the passage.

Each part is marked in accordance with the following general marking criteria.

**Part (a) – Commentary (maximum 15 marks)**

|               | <b>Mark</b>  | <b>Knowledge &amp; Understanding</b>                                                                                                                                                                                  | <b>Analysis of language effects</b>                                                                                                                                                                                    | <b>Organisation</b>                                                                       |
|---------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Band 1</b> | <b>13–15</b> | Perceptive appreciation of content and ideas. Fluidly relates content to structure, audience, purpose, genre, style; shows keen awareness of intentions of passage.                                                   | Analyses text with sensitive and discriminating awareness of how language creates effects. Moves with ease between part and whole in discussing specific examples of language use and the effect of the whole passage. | Strong structure; may be concise; quotation is used fluently, 'embedded' in the argument. |
| <b>Band 2</b> | <b>10–12</b> | Shows consistent appreciation of content and ideas. Able to relate content to structure, audience, purpose, genre, style, main aims of passage.                                                                       | Analyses text, with awareness of the effects created. Able to relate part to whole in discussing specific examples of language use and the effect of the whole passage.                                                | Strong structure used to convey clear argument.                                           |
| <b>Band 3</b> | <b>8–9</b>   | Shows steady engagement with content/ideas of piece. Shows general understanding of structure, audience, purpose, genre, style of passage.                                                                            | Thorough analysis of passage is made, correctly identifying a range of features of language, giving examples, and showing ability to explain how they create effects with some relation of part to whole.              | Clear structure, sustained focus.                                                         |
| <b>Band 4</b> | <b>6–7</b>   | Shows some engagement with content/ideas of piece. Shows general, overall understanding of structure, audience, purpose, genre, style of passage.                                                                     | Appropriate points are made, correctly identifying some features of language use, giving examples, and showing some ability to explain how they create effects. May be a fragmented approach.                          | Clear structure; may be line-by-line; essay may drift in and out of focus.                |
| <b>Band 5</b> | <b>3–5</b>   | Makes some relevant points about content. Shows some understanding of some aspects of the structure, audience, purpose, genre, style of passage; with some failures to identify key features and or misunderstanding. | Some relevant points made, identifying a restricted range of examples of language use. Some examples are not related to the effects created. Some examples may be listed without development; much generalisation.     | Little structure; points may be rather disconnected.                                      |
| <b>Band 6</b> | <b>0–2</b>   | Comments on content of passage; may be confused.                                                                                                                                                                      | One or two points made about language of passage. May be unclear.                                                                                                                                                      | Expression breaks down at times. Very short work. Unstructured.                           |

**Part (b): Directed writing task (maximum 10 marks)****Marks**

|             |                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8–10</b> | <p>A perceptive recognition of context, audience and purpose supported by a good range of appropriate vocabulary and expression suitable for the task.</p> <p>Responses at the top of this band will be persuasive and confident, supported by a consistent, and at best personal, engagement with context and purpose, using fluent and accurate expression accompanied by a strong sense of audience.</p> |
| <b>6–7</b>  | <p>A clear and informed sense of purpose, context and relevance supported by a reasonable attempt to use language appropriate for the task.</p>                                                                                                                                                                                                                                                             |
| <b>4–5</b>  | <p>An adequate attempt but marked by an inconsistent and uneven sense of purpose, context and style.</p> <p>Generally sound expression and accuracy.</p>                                                                                                                                                                                                                                                    |
| <b>2–3</b>  | <p>The beginnings of an answer, but limited by an inappropriate sense of style, purpose and language.</p> <p>Expression and accuracy may be limited.</p>                                                                                                                                                                                                                                                    |
| <b>0–1</b>  | <p>Confused and unfocused sense of purpose, context and audience. Wholly inappropriate language and style.</p> <p>Work may be brief or fragmented and expression very limited.</p>                                                                                                                                                                                                                          |