



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/12

Paper 1 Reading

October/November 2022

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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **15** 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.

PUBLISHED**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.

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.

AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. (Analysis)

- Marks should be awarded equally on the basis of the level of the candidate's analysis of the text's elements (form, structure and language) and of the writer's stylistic choices (including how style relates to audience and shapes meaning).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

In response to **Question 1(a)**, candidates are required to write between 150 and 200 words. While there is no direct penalty for failing to adhere to this requirement, examiners should consider this an aspect of the response's 'relevance to purpose'. As such, adherence to the word limit is assessed as part of the second bullet point of AO2.

Section A: Directed Response

Question	Answer	Marks
1(a)	Read the following text, which is an extract from the book <i>The Next Great Migration: The Beauty and Terror of Life on the Move</i>, by the investigative journalist Sonia Shah, about human migration. Imagine you are the taxicab driver referred to in the text. You write a diary entry later that day, about your impressions of Sonia and her reasons for coming to your country. Write the text for your diary entry. Use 150–200 words. 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. Responses might feature the following: • form, audience, purpose, style, conventions, language and structure will be appropriately adapted to suit task • content may include the taxi driver's thoughts, feelings and reflections about Sonia and her team, as well as other relevant ideas • tone will be used to have an impact on the reader and to create an effect.	10

PUBLISHED

Question	Answer	Marks
1(b)	Compare your diary entry with the extract, analysing form, structure and language. 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 form, structure and language in separate sections. Responses might compare and analyse the following: Form - the typical text conventions used in the original piece of investigative journalism and the candidate's own diary entry - the ways in which the different purposes affect the content and style of the two texts - the ways in which the journalism piece and the diary appeal to their respective intended audiences, e.g. through the tone and register used in each text - any other relevant aspects of the form of the two texts Structure - the way in which the text opens with the writer's arrival in McLeodganj in the opening paragraph (thus positioning the reader), which is then developed and brought into sharper focus in the second, before panning out to take a broader perspective of the Himalayas in the subsequent paragraphs - the way in which the text develops the idea of the writer's reason for travelling to the Himalayas – to carry out research into migration - the way in which the text is structured to develop the idea that human migration is a natural and inevitable process - varying paragraph length enables the writer to develop certain points in depth/detail - the effect created by the contrast between the final two sentences of the concluding paragraph - any other relevant structural features in the texts	15

PUBLISHED

Question	Answer	Marks
1(b)	Language • the use of first-person pronouns enables the reader to see things from the writer's perspective • the effects created by personification such as, <i>Himalayan pine trees that cling to the mountainside</i> and, <i>living things inch, drift, and climb</i> • the adjectives and adverbs used in the text and their effect on the reader • the use of lengthy, complex sentences to add descriptive detail and create a vivid picture • the effects of listing/triplicate structures in the text • lexical choices such as, <i>towering, looms, terrifying, vertiginous, precariously perched, forbidding, barefaced cliffs, stamina, hauling, deathly, huffed, puffed, perilous journeys</i>, etc., and how these help the writer to create a particular impression of the environment she is describing/how this links to the writer's purpose and intention • the effect of the phrase, substantive feats of navigational prowess • any other relevant language features used in the texts	

Marking criteria for Section A Question 1 (a)**Table A**

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks
5	- Sophisticated understanding of text (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Sophisticated expression, with a high level of accuracy - Content is fully relevant to audience and purpose; ideas are developed throughout in a sophisticated manner 5 marks
4	- Detailed understanding of text (meaning/context/audience) - Effective reference to characteristic features 4 marks	- Effective expression, with a few minor errors which do not impede communication - Content is relevant to audience and purpose; ideas are developed in an effective manner 4 marks
3	- Clear understanding of text (meaning/context/audience) - Clear reference to characteristic features 3 marks	- Clear expression, with occasional errors which do not impede communication - Content is relevant to audience and purpose; ideas are developed clearly 3 marks
2	- Limited understanding of text (meaning/context/audience) - Limited reference to characteristic features 2 marks	- Expression is clear but may not flow easily, with frequent errors which generally do not impede communication - Content is mostly relevant to audience and purpose; ideas are developed in a limited manner 2 marks
1	- Basic understanding of text (meaning/context/audience) - Minimal reference to characteristic features 1 mark	- Basic expression, with frequent errors which impede communication - Content may lack relevance to audience and purpose; minimal development of ideas 1 mark

PUBLISHED

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks
0	No creditable response 0 marks	No creditable response 0 marks

Marking criteria for Section A Question 1 (b)**Table B**

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 10 marks
5	- Sophisticated comparative understanding of texts (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Sophisticated comparative analysis of elements of form, structure and language - Sophisticated analysis of how the writers' stylistic choices relate to audience and shape meaning 9–10 marks
4	- Detailed comparative understanding of texts (meaning/context/audience) - Effective reference to characteristic features 4 marks	- Detailed comparative analysis of elements of form, structure and language - Detailed analysis of how the writers' stylistic choices relate to audience and shape meaning 7–8 marks
3	- Clear comparative understanding of texts (meaning/context/audience) - Clear reference to characteristic features 3 marks	- Clear comparative analysis of elements of form, structure and/or language - Clear analysis of how the writers' stylistic choices relate to audience and shape meaning 5–6 marks
2	- Limited understanding of texts (meaning/context/audience), with limited comparison - Limited reference to characteristic features 2 marks	- Limited analysis of form, structure and/or language, with limited comparison - Limited analysis of how the writers' stylistic choices relate to audience and shape meaning 3–4 marks

PUBLISHED

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 10 marks
1	• Basic understanding of texts (meaning/context/audience), with minimal comparison • Minimal reference to characteristic features 1 mark	• Minimal analysis of form, structure and/or language, with minimal comparison • Minimal analysis of how the writers' stylistic choices relate to audience and shape meaning 1–2 marks
0	• No creditable response 0 marks	• No creditable response 0 marks

Section B: Text analysis

Question	Answer	Marks
2	Read the following text, which is a series of extracts from a speech given by the environmental activist Greta Thunberg to the British Parliament in 2019. Analyse the text, focusing on form, structure and language. Mark according to the levels of response marking criteria in Table C. Additional guidance: The analysis should address the style, form, genre, structure and language of the text (including specific and relevant references), explaining how they create meaning in relation to audience and purpose. 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 form, structure and language in separate sections. Responses might analyse the following: Form • the typical text conventions used in the speech • the ways in which the purpose affects the content and style of the text • the ways in which the speech appeals to its intended audience, e.g. through the tone and register used in the text • any other relevant aspects of the text's form	25

PUBLISHED

Question	Answer	Marks
2	Structure - the way the text begins with a clear introduction about the speaker – establishing who she is, where she comes from and who she represents - the way the text is structured to develop the sense of urgency about climate change and the need for something drastic to be done - varying paragraph length enables the writer to develop certain points in depth/detail - the effect of the one and two sentence paragraphs used in the text - the reference to <i>hopes and dreams</i> at the beginning and at the end of the text - the use of the microphone as a cohesive device - the effect of the final two sentences of the text - any other relevant structural features in the text Language - the way in which pronouns are used in the text (inclusive – <i>we/our/us</i>, and exclusive – <i>you/your</i>) to imply an us and them situation - the effect of triplicate structures used in the text - the use of repetition as a rhetorical device, e.g., <i>we children</i> - sentence structure/variety and its effect on the reader - the effect of the rhetorical questions in the text - the way in which facts and statistics are used in the text - the use of a lexical field associated with climate / science / the environment - the effect of emotive words and phrases such as <i>your own children/grandchildren, that future was sold, unimaginable amounts of money, stolen from us, lied to us, irreversible chain reaction beyond human control, the end of our civilisation as we know it, permanent and unprecedented changes, catastrophe, emergency, crisis</i>, etc. - the repeated mention of the year 2030 - the reference to the IPCC to give credibility and weight/authority to argument - the effect of the extended metaphor – <i>Avoiding climate breakdown will require cathedral thinking. We must lay the foundation while we may not know exactly how to build the ceiling</i> - any other relevant language features used in the text	

