



## **Cambridge International AS & A Level**

---

**ENGLISH LANGUAGE**

**9093/13**

Paper 1 Reading

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 50

---

|                         |
|-------------------------|
| <p><b>Published</b></p> |
|-------------------------|

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)     | <p><b>Read the following text, which is an extract from a travelogue by the writer Pankaj Mishra, about his travel experiences in some small towns in India in 1995.</b></p> <p><b>Imagine you work for the Health and Safety Department of the ISBT. You write a report, making recommendations about how to improve the bus terminal. Write the text for your report. Use 150–200 words.</b></p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p><b>Additional guidance:</b></p> <p>The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p><b>Responses might feature the following:</b></p> <ul style="list-style-type: none"><li>• form, audience, purpose, style, conventions, language and structure will be appropriately adapted to suit task</li><li>• content may include ideas and suggestions about some of the aspects of the bus terminal which could be improved, as well as other relevant ideas</li><li>• tone will be used to have an impact on the reader and to create an effect.</li></ul> | <b>10</b> |

**PUBLISHED**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks     |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1(b)     | <p><b>Compare your report with the original text, analysing form, structure and language.</b></p> <p>Mark according to the levels of response marking criteria in Table B.</p> <p><b>Additional guidance:</b></p> <p>The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p>Candidates may organise their response in any appropriate way. They are not required to focus on form, structure and language in separate sections.</p> <p><b>Responses might compare and analyse the following:</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>the typical text conventions used in the original travelogue and the candidate's own report</li> <li>the ways in which the different purposes affect the content and style of the two texts</li> <li>the ways in which the travelogue and the report appeal to their respective intended audiences, e.g. through the tone and register used in each text</li> <li>any other relevant aspects of the form of the two texts</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>the use of a chronological structure to establish and develop the situation the writer found himself in at the bus station</li> <li>beginning with direct speech creates an instant impression of the writer's fellow traveller, Mr. Chugh</li> <li>varying paragraph length enables the writer to focus closely on describing the bus station in detail (paragraphs 2 and 8)</li> <li>the inclusion of the dialogue between the writer and Mr. Chugh further develops the situation, as well as placing the reader directly in it</li> <li>any other relevant structural features in the texts</li> </ul> | <b>15</b> |

**PUBLISHED**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(b)     | <p><b>Language</b></p> <ul style="list-style-type: none"> <li>the effect of the dialect in Mr. Chug's direct speech in the first sentence – <i>VERY SENIOR OFFICER and very honest</i></li> <li>the use of expanded noun phrases used in the text, particularly for describing Mr. Chugh</li> <li>the adjectives and adverbs used in the text and their effect on the reader</li> <li>the use of lengthy, complex sentences to add descriptive detail and create a vivid picture</li> <li>the effect of the asyndeton used in the second paragraph</li> <li>the use of a lexical field associated with the mind in the final paragraph of the extract – <i>state, berserk, disturbing, delirium</i></li> <li>the use of a subtly humorous tone</li> <li>the connotations of the writer's vocabulary choices and the effects of these on the reader – <i>wretchedness, muddy floor, swirling mobs, thuggish touts, aggressive child-beggars, oppressive disorder, fellow sufferer, squalor, privileged distress, disorderly world</i></li> <li>sensory language – <i>fog, stench, roar, blaring, bawling</i></li> <li>any other relevant language features used in the texts</li> </ul> |       |

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

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><b>5 marks</b>                                                                                             | <b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b><br><b>5 marks</b>                                                                                                                                                   |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>     | <ul style="list-style-type: none"> <li>Sophisticated understanding of text (meaning/context/audience)</li> <li>Insightful reference to characteristic features</li> </ul> <b>5 marks</b> | <ul style="list-style-type: none"> <li>Sophisticated expression, with a high level of accuracy</li> <li>Content is fully relevant to audience and purpose; ideas are developed throughout in a sophisticated manner</li> </ul> <b>5 marks</b>                                       |
| <b>4</b>     | <ul style="list-style-type: none"> <li>Detailed understanding of text (meaning/context/audience)</li> <li>Effective reference to characteristic features</li> </ul> <b>4 marks</b>       | <ul style="list-style-type: none"> <li>Effective expression, with a few minor errors which do not impede communication</li> <li>Content is relevant to audience and purpose; ideas are developed in an effective manner</li> </ul> <b>4 marks</b>                                   |
| <b>3</b>     | <ul style="list-style-type: none"> <li>Clear understanding of text (meaning/context/audience)</li> <li>Clear reference to characteristic features</li> </ul> <b>3 marks</b>              | <ul style="list-style-type: none"> <li>Clear expression, with occasional errors which do not impede communication</li> <li>Content is relevant to audience and purpose; ideas are developed clearly</li> </ul> <b>3 marks</b>                                                       |
| <b>2</b>     | <ul style="list-style-type: none"> <li>Limited understanding of text (meaning/context/audience)</li> <li>Limited reference to characteristic features</li> </ul> <b>2 marks</b>          | <ul style="list-style-type: none"> <li>Expression is clear but may not flow easily, with frequent errors which generally do not impede communication</li> <li>Content is mostly relevant to audience and purpose; ideas are developed in a limited manner</li> </ul> <b>2 marks</b> |
| <b>1</b>     | <ul style="list-style-type: none"> <li>Basic understanding of text (meaning/context/audience)</li> <li>Minimal reference to characteristic features</li> </ul> <b>1 mark</b>             | <ul style="list-style-type: none"> <li>Basic expression, with frequent errors which impede communication</li> <li>Content may lack relevance to audience and purpose; minimal development of ideas</li> </ul> <b>1 mark</b>                                                         |

**PUBLISHED**

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><b>5 marks</b> | <b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b><br><b>5 marks</b> |
|--------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>     | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> <b>0 marks</b>      | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> <b>0 marks</b>                                           |

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

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><br><b>5 marks</b>                                                                                                          | <b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b><br><br><b>10 marks</b>                                                                                                        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>     | <ul style="list-style-type: none"> <li>Sophisticated comparative understanding of texts (meaning/context/audience)</li> <li>Insightful reference to characteristic features</li> </ul> <b>5 marks</b>     | <ul style="list-style-type: none"> <li>Sophisticated comparative analysis of elements of form, structure and language</li> <li>Sophisticated analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <b>9–10 marks</b> |
| <b>4</b>     | <ul style="list-style-type: none"> <li>Detailed comparative understanding of texts (meaning/context/audience)</li> <li>Effective reference to characteristic features</li> </ul> <b>4 marks</b>           | <ul style="list-style-type: none"> <li>Detailed comparative analysis of elements of form, structure and language</li> <li>Detailed analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <b>7–8 marks</b>            |
| <b>3</b>     | <ul style="list-style-type: none"> <li>Clear comparative understanding of texts (meaning/context/audience)</li> <li>Clear reference to characteristic features</li> </ul> <b>3 marks</b>                  | <ul style="list-style-type: none"> <li>Clear comparative analysis of elements of form, structure and/or language</li> <li>Clear analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <b>5–6 marks</b>               |
| <b>2</b>     | <ul style="list-style-type: none"> <li>Limited understanding of texts (meaning/context/audience), with limited comparison</li> <li>Limited reference to characteristic features</li> </ul> <b>2 marks</b> | <ul style="list-style-type: none"> <li>Limited analysis of form, structure and/or language, with limited comparison</li> <li>Limited analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <b>3–4 marks</b>          |

**PUBLISHED**

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><br><b>5 marks</b>                                                                                                           | <b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b><br><br><b>10 marks</b>                                                                                                   |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>     | <ul style="list-style-type: none"> <li>• Basic understanding of texts (meaning/context/audience), with minimal comparison</li> <li>• Minimal reference to characteristic features</li> </ul> <p>1 mark</p> | <ul style="list-style-type: none"> <li>• Minimal analysis of form, structure and/or language, with minimal comparison</li> <li>• Minimal analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <p>1–2 marks</p> |
| <b>0</b>     | <ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <p>0 marks</p>                                                                                                                  | <ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <p>0 marks</p>                                                                                                                                                                |

**Section B: Text analysis**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>Read the following text, which is an extract from the diary of Dara MacAnulty, a teenage Irish writer and naturalist, after he and his family had moved to a new house in Northern Ireland.</b></p> <p><b>Analyse the text, focusing on form, structure and language.</b></p> <p>Mark according to the levels of response marking criteria in Table C.</p> <p><b>Additional guidance:</b></p> <p>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.</p> <p>The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited.</p> <p>Candidates may organise their response in any appropriate way. They are not required to focus on form, structure and language in separate sections.</p> <p><b>Responses might analyse the following:</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>the typical text conventions used in the diary</li> <li>the ways in which the purpose affects the content and style of the text</li> <li>the ways in which the diary appeals to its intended audience, e.g. through the tone and register used in the text</li> <li>any other relevant aspects of the text's form</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>the chronological structure reflects the activity of the walk and time passing – <i>Darkness comes in quick</i></li> <li>shifts in focus from outside in the park/garden to inside the house (very briefly) in the fourth paragraph, then back out to the garden, highlight the value of the natural (external) world to the writer</li> <li>the way in which the text is structured to move in time and develop the nature imagery</li> <li>any other relevant structural features in the text</li> </ul> | 25    |

**PUBLISHED**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>Language</b></p> <ul style="list-style-type: none"> <li>the use of first-person pronouns, familial names (<i>Mum, Dad</i>), and first names (<i>Lorcan, Blathnaid</i>) is appropriate for such a personal piece of writing</li> <li>the use of the simple present and present continuous for immediacy and to position the reader in time and place</li> <li>the use of a lexical field associated with nature – <i>birds, insects, Bats, trees, buddleia, silver Y moths</i>, etc.</li> <li>the use of sensory language – <i>It smells different. It sounds different</i> to highlight the writer's keen sense of his surroundings</li> <li>the effect of the phrase, <i>top dog</i> and the one-word sentence, <i>She-wolf</i> at the end of the first paragraph</li> <li>the use of contractions to create a less formal register and a more conversational style</li> <li>the effect of the simple sentences, <i>I want to do it for her. I want to do it for myself.</i>, at the end of the third paragraph</li> <li>the effect of metaphors used in the text, e.g., <i>I watch this origami take flight, Some rest, drunk with nectar, congregated in worship, silver stars crossing land and sea to North Africa, The night cackles as the storm of flitting moves off, fluttering stars clamed a storm in all of us</i></li> <li>the connotations of <i>congregated</i> and <i>worship</i> in the penultimate sentence of paragraph six and what this suggests about the writer's attitude to the natural world</li> <li>the frequent use of words which suggest sound and movement, e.g., <i>rush, pummel, buzzing, pulsation, whizzing, palpitating, refilling, whirling, dancing, constant motion, shimmering</i>, etc.</li> <li>any other relevant language features used in the text</li> </ul> |       |



**PUBLISHED**

| Level | AO1: Read and demonstrate understanding of a wide variety of texts.<br><br>5 marks                                                                                       | AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.<br><br>20 marks                                                                                                                                                                                                                                  |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2     | <ul style="list-style-type: none"> <li>Limited understanding of text (meaning/context/audience)</li> <li>Limited reference to characteristic features</li> </ul> 2 marks | <ul style="list-style-type: none"> <li>Limited analysis, with some structure and limited coherence</li> <li>Some appropriate selection of elements of form, structure and/or language for analysis</li> <li>Limited awareness of writer's stylistic choices</li> <li>Attempts to use appropriate language to link evidence with explanatory comments</li> </ul> 5–8 marks |
| 1     | <ul style="list-style-type: none"> <li>Basic understanding of text (meaning/context/audience)</li> <li>Minimal reference to characteristic features</li> </ul> 1 mark    | <ul style="list-style-type: none"> <li>Basic analysis, with minimal structure or coherence</li> <li>Minimal selection of elements of form, structure and language for analysis</li> <li>Minimal awareness of writer's stylistic choices</li> <li>Minimal use of appropriate language to link evidence with explanatory comments</li> </ul> 1–4 marks                      |
| 0     | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> 0 marks                                                                                         | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> 0 marks                                                                                                                                                                                                                                                                                          |