



# Cambridge International AS & A Level

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**ENGLISH LANGUAGE****9093/13**

Paper 1 Reading

**October/November 2023**

MARK SCHEME

Maximum Mark: 50

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<b>Published</b>
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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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **13** 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 book about the first successful ascent of Mount Everest.</b></p> <p><b>Imagine you are Tenzing. Write your diary entry about the ascent to the summit. 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 personal reflections, anecdote, as well as other relevant ideas</li> <li>• specific details from the ascent</li> <li>• tone will be used to have an impact on the reader and to create an effect.</li> </ul>	<b>10</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(b)	<p><b>Compare your diary entry with the extract, 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 extract and the diary entry</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 article and the letter appeal to the respective intended audiences, e.g. through the tone and register used in each text</li> <li>• any other relevant aspect of the form of the two texts</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• the ways in which the heading and short/long paragraphs are used in each text</li> <li>• the way in which the extract is structured to reflect the experience of the climbers</li> <li>• any other relevant structural features in the texts</li> </ul>	<b>15</b>

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Question	Answer	Marks
1(b)	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• the way in which the writer uses adjectives, adverbs and emotive language to portray vividly and dramatically the sights and experiences of the climbers e.g. <i>defying gravity, the exhausted, shuffling plod of climbers, savour the crystalline silence of this wonderful moment, a great plaque of wind-packed snow is plastered vertically against the east face of the bedrock</i></li> <li>• the way in which sensory details are used in the text to immerse the reader in the climbers' experience e.g. <i>with a fervent prayer that the cornice would remain attached to the rock, wedging his right foot in the crack, the exhausted, shuffling plod of climbers, chopped their way</i></li> <li>• use of a lexical field related to mountaineering e.g. <i>modern front-pointing crampon points, two or three false summits, the West Ridge, the North Col, breathing oxygen at 3 litres a minute, the east</i></li> <li>• the choice of verbs used in the text and their effect on the reader e.g. <i>kick, wedging, pushing, plodded, to savour</i></li> <li>• the use of imagery (similes, metaphors, personification, pathetic fallacy) to enhance the description and, consequently, their achievement e.g. <i>the crystalline silence of this wonderful moment, a great plaque of wind-packed snow, Everest's summit is a giant snow cornice, curl back on itself in a great wave</i></li> <li>• the suggestion of danger e.g. <i>the long quest to reach the summit, both men thought about Mallory and Irvine and looked around to see if there was any sign of their having visited this spot 29 years earlier, to climb to the summit without oxygen would have been very risky</i></li> <li>• the sense of achievement and different styles of celebration between the two men e.g. <i>Hillary, with fitting Anglo-Saxon reserve, held out his hand; but Tenzing flung his arms around the huge man's shoulder, thumping him on the back, unfurled the flags of Britain, Nepal, India, and the United Nations, clicked three frames of the photo that would become an icon of the twentieth century. And, as incontrovertible proof of their achievement, he took a 360° panorama of shots looking down all three sides of the mountain</i></li> <li>• the touching burial of personal items at the summit e.g. <i>his offerings of some sweets and a blue and red pencil given to him by his daughter Nima</i></li> <li>• any other relevant language features used in the texts.</li> </ul>	

**PUBLISHED****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> <b>5 marks</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b> <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> <p style="text-align: right;">5 marks</p>	<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> <p style="text-align: right;">5 marks</p>
<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> <p style="text-align: right;">4 marks</p>	<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> <p style="text-align: right;">4 marks</p>
<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> <p style="text-align: right;">3 marks</p>	<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> <p style="text-align: right;">3 marks</p>
<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> <p style="text-align: right;">2 marks</p>	<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> <p style="text-align: right;">2 marks</p>
<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> <p style="text-align: right;">1 mark</p>	<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> <p style="text-align: right;">1 mark</p>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>



**PUBLISHED****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> <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> <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> <p>5 marks</p>	<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> <p>9–10 marks</p>
<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> <p>4 marks</p>	<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> <p>7–8 marks</p>
<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> <p>3 marks</p>	<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> <p>5–6 marks</p>
<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> <p>2 marks</p>	<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> <p>3–4 marks</p>
<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 introduction to a cookery book.</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 text</li> <li>• the ways in which the purpose affects the content and style of the text</li> <li>• the ways in which the speech 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 ways in which the heading and short/long paragraphs or sections are used in the text</li> <li>• the way in which the passage develops almost like a journey from India to England, diner to cook and back</li> <li>• the way the passage ends with the childhood memories</li> <li>• any other relevant structural features in the text</li> </ul>	25

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Question	Answer	Marks
2	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• the vivid and positive descriptions of food, and the narrator's passion for the dishes described e.g. <i>loved, passion, sacred, most tantalising odours</i></li> <li>• lists of food items indicating plenty and excess e.g. <i>steaming basmati rice, roasting cumin seeds, cinnamon sticks in hot oil</i></li> <li>• the triad used to describe in detail the family's bearer – <i>turbaned, sashed and barefooted</i> – indicating differences in class and wealth, and contrasting with London</li> <li>• the contrast between dining at home in Delhi and digs in London e.g. <i>a pleasant room and ... use of the kitchen</i> which is very flat and simple – no bearers, no excess</li> <li>• the narrator's love of food even from early childhood e.g. <i>smacking my lips</i> is contrasted with her lack of culinary skills – <i>I could not cook</i></li> <li>• names of recipes are Persian/Kashmiri and exotic-sounding e.g. <i>Phool gobi aur aloo ki bhaji</i>, and the Sanskrit <i>om</i> both exotic and associated with being sung as a mantra</li> <li>• the cuisine is described in very positive terms e.g. <i>so very satisfying, titillate our palates, wholesome food and endless flavours and dishes</i></li> <li>• evocative descriptions of the Delhi schooldays feature humour and contrasts e.g. <i>tiffin-carrier, ribboned pigtails, exhaust-spewing buses, mind-numbing algebra</i>, and the ultimate pleasure of taking lunch with her friends suggesting, by their differences, that interest in food crosses cultures and other barriers</li> <li>• eating is presented as <i>adventure and discovery</i></li> <li>• any other relevant language features used in the text.</li> </ul>	

**Marking criteria for Section B Question 2****Table C**

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b>  <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>  <b>20 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> <p style="text-align: right;">5 marks</p>	<ul style="list-style-type: none"> <li>• Analysis is sophisticated, coherent and very effectively structured</li> <li>• Insightful selection of elements of form, structure and language for analysis</li> <li>• Sophisticated awareness of writer's stylistic choices, including how style relates to audience and shapes meaning</li> <li>• Uses precise and fully appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">17–20 marks</p>
<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> <p style="text-align: right;">4 marks</p>	<ul style="list-style-type: none"> <li>• Analysis is detailed, coherent and effectively structured</li> <li>• Effective selection of elements of form, structure and language for analysis</li> <li>• Detailed awareness of writer's stylistic choices, including how style relates to audience and shapes meaning</li> <li>• Uses effective and appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">13–16 marks</p>
<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> <p style="text-align: right;">3 marks</p>	<ul style="list-style-type: none"> <li>• Analysis is clear, coherent and well structured</li> <li>• Appropriate selection of elements of form, structure and language for analysis</li> <li>• Clear awareness of writer's stylistic choices, including how style relates to audience and shapes meaning</li> <li>• Uses clear and appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">9–12 marks</p>
<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> <p style="text-align: right;">2 marks</p>	<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> <p style="text-align: right;">5–8 marks</p>

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<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <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> <b>20 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> <p style="text-align: right;">1 mark</p>	<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> <p style="text-align: right;">1–4 marks</p>
<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>