



# Cambridge International AS & A Level

---

**ENGLISH LANGUAGE**

**9093/12**

Paper 1 Reading

**February/March 2022**

**2 hours 15 minutes**

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

---

## INSTRUCTIONS

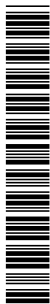
- Answer **all** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- Dictionaries are **not** allowed.

## INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [ ].

---

This document has **8** pages. Any blank pages are indicated.



## Section A: Directed response

### Question 1

Read the following text, which is an extract from Michelle Obama's autobiography *Becoming*.

- (a) Imagine you are Michelle's great-aunt Robbie. You write a diary entry recording your thoughts and feelings after one of Michelle's weekly piano lessons. Write the text for your diary entry. Use 150–200 words. [10]
- (b) Compare your diary entry with the autobiographical extract, analysing form, structure and language. [15]

I was about four when I decided I wanted to learn piano. Craig, who was in the first grade, was already making trips downstairs for weekly lessons on Robbie's upright and returning relatively unscathed. I figured I was ready. I was pretty convinced I already *had* learned piano, in fact, through straight-up osmosis – all those hours spent listening to other kids fumbling through their songs. The music was already in my head. I just wanted to go downstairs and demonstrate to my exacting great-aunt what a gifted girl I was, how it would take no effort at all for me to become her star student. 5

Robbie's piano sat in a small square room at the rear of the house, close to a window that overlooked the backyard. She kept a potted plant in one corner and a folding table where students could fill out music work sheets in the other. During lessons, she sat straight spined in an upholstered high-back armchair, tapping out the beat with one finger, her head cocked as she listened keenly for each mistake. Was I afraid of Robbie? Not exactly, but there was a scariness to her; she represented a rigid kind of authority I hadn't yet encountered elsewhere. She demanded excellence from every kid who sat on her piano bench. I saw her as someone to win over, or maybe to somehow conquer. 10  
15  
With her, it always felt like there was something to prove.

At my first lesson, my legs dangled from the piano bench, too short to reach the floor. Robbie gave me my own elementary music workbook, which I was thrilled about, and showed me how to position my hands properly over the keys.

'All right, pay attention,' she said, scolding me before we'd even begun. 'Find middle C.' 20

When you're little, a piano can look like it has a thousand keys. You're staring at an expanse of black and white that stretches farther than two small arms can reach. Middle C, I soon learned, was the anchoring point. It was the territorial line between where the right hand and the left hand traveled, between the treble and the bass clefs. If you could lay your thumb on middle C, everything else automatically fell into place. The keys on Robbie's piano had a subtle unevenness of color and shape, places where bits of the ivory had broken off over time, leaving them looking like a set of bad teeth. Helpfully, the middle C key had a full corner missing, a wedge about the size of my fingernail, which got me centred every time. 25  
30

It turned out I liked the piano. Sitting at it felt natural, like something I was meant to do. My family was loaded with musicians and music lovers, especially on my mother's side. I had an uncle who played in a professional band. Several of my aunts sang in church choirs. I had Robbie, who in addition to her choir and lessons directed something called

the Operetta Workshop, a shoestring musical theater program for kids, which Craig and I attended every Saturday morning in the basement of her church. The musical center of my family, though, was my grandfather Shields, the carpenter, who was also Robbie's younger brother. He was a carefree, round-bellied man with an infectious laugh and a scraggly salt-and-pepper beard. When I was younger, he'd lived on the West Side of the city and Craig and I had referred to him as Westside. But he moved into our neighborhood the same year I started taking piano lessons, and we'd duly rechristened him Southside.

**Section B: Text analysis****Question 2**

Read the following text, which is a review of Augustine Sedgewick's book *Coffeeland: One Man's Dark Empire and the Making of Our Favorite Drug*. The review was published in *The New York Times*.

Analyse the text, focusing on form, structure and language.

[25]

**How Coffee Ruined a Country**

In 1889, 18-year-old James Hill disembarked in El Salvador to sell textiles from Manchester, England, and wound up bringing the industrial mentality of his native city to coffee cultivation in his adopted country.

**Content removed due to copyright restrictions.**

**Content removed due to copyright restrictions.**

satisfying brew made me thirstier for an even bolder blend.

Sedgewick's

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.