



# Cambridge International A Level

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**ENGLISH LANGUAGE****9093/33**

Paper 3 Language Analysis

**May/June 2021****MARK SCHEME**Maximum Mark: 50

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**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 May/June 2021 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 **12** 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.

**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.

**AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. (Conceptualisation)**

- Marks should be awarded equally on the basis of the level of the candidate's understanding of the relevant issues, concepts, methods and approaches represented both in the text(s) and in their wider studies.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

**AO5: Analyse and synthesise language data from a variety of sources. (Data handling)**

- Marks should be awarded equally on the basis of the level of the candidate's selection, analysis and synthesis of language data.
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

Higher marks should be awarded where candidates identify patterns and offer thoughtful and plausible explanations for the features they are discussing.

Weaker answers may spot features or describe individual cases of language change without reference to broader considerations or examples.

**Section A: Language change**

Question	Answer	Marks
1	<p>Read <b>Texts A, B and C</b>.</p> <p>Analyse how <b>Text A</b> exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from <b>Texts A, B and C</b>, as well as to ideas and examples from your wider study of language change.</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>Candidates may organise their response in any appropriate way. They are not required to focus on lexis, grammar and syntax, orthography and graphology in separate sections.</p> <p><b>Responses might feature the following:</b></p> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>• A nautical semantic field is used with many lexical items which are still in use today linked to weather (<i>tempest, gale</i>) and ships (<i>ship, sayles</i>), while the word <i>beake</i> has apparently undergone some narrowing.</li> <li>• <i>To morrow</i> is not a single word here. Research suggests that the hyphenated versions of such words were most common by the 1800s, but then by the 1930s the single words that we use today were more frequently used.</li> <li>• The archaic third person verb ending <i>eth</i> is still in use at the time the text is written (<i>seemeth, dazeleth</i>).</li> <li>• The irregular verb ‘to split’ has the regular past tense ending ‘ed’ giving the form <i>splitted</i>, which is no longer in standard use today.</li> <li>• <i>Proud</i> is used in the same sense as in contemporary English but there has been some amelioration as the connotations seem to be more negative than may be the case today, as is seen in Text B.</li> </ul>	25

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Question	Answer	Marks
1	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• There is some use of the base form of the verb ‘to be’ (e.g. <i>if the storm be little; if the storm be great</i>) whereas in modern English most writers would use ‘is’ for the third person form. Text C exemplifies this change in fashion.</li> <li>• There is wide use of declarative sentences which accords with the didactic purpose of this text, common to texts on morality in this period.</li> <li>• Some long compound-complex sentences are used here, as for example is the case in the first sentence of each paragraph. This makes the text appear to be dense compared to the shorter sentence lengths more typical of modern texts.</li> <li>• <i>me seemeth</i> appears as an example of a verb used reflexively whereas in modern writing the standard subject-verb-object construction ‘it seems to me’ would be used.</li> </ul> <p><b>Orthography</b></p> <ul style="list-style-type: none"> <li>• There is some archaic use of an apostrophe of elision to mark the past tense in words such as <i>mann’d</i>, <i>munition’d</i> and <i>wrack’d</i>. However, this pattern is inconsistent with <i>trimmed</i>, <i>rigged</i> and <i>tackled</i> which may reflect differences in pronunciation possibly related to the rhythm and cadence of the sentences.</li> <li>• A long ‘f’ is used, where in the modern day we would place an ‘s’ at the beginning of some words (e.g. <i>fome</i>) or middle of words. It tends not to be used at the start of common nouns where instead a capital ‘S’ is used, or at the end of words. This reflects a change in fashion brought about with the development of printing typefaces; <i>disgrace</i> and <i>misfortune</i> provide exceptions to this, using the modern ‘s’ in a medial position.</li> <li>• <i>Sayles</i>, <i>powreth</i> and <i>shepherd</i> take an early form of spelling, which may reflect issues to do with pronunciation or standardisation of spelling.</li> <li>• The ‘ous’ ending is added to disaster to form <i>disasterous</i>, rather than ‘disastrous’ which would be standard today. Some parallel forms such as ‘monstrous’ likely omit the ‘e’ in Standard English today but ‘dangerous’ does not for instance.</li> </ul>	

**Marking criteria for Section A Question 1****Table A**

<b>Level</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b> <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b> <b>5 marks</b>	<b>AO5: Analyse and synthesise language data from a variety of sources.</b> <b>15 marks</b>
<b>5</b>	<ul style="list-style-type: none"> <li>Sophisticated expression, with a high level of accuracy</li> <li>Content is fully relevant; ideas are developed throughout in a sophisticated manner</li> </ul> <b>5 marks</b>	<ul style="list-style-type: none"> <li>Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches</li> </ul> <b>5 marks</b>	<ul style="list-style-type: none"> <li>Insightful and fully appropriate selection of language data from all three sources</li> <li>Sophisticated and insightful analysis of language data</li> <li>Sophisticated synthesis of evidence from all three sources of language data</li> </ul> <b>13–15 marks</b>
<b>4</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; ideas are developed in an effective manner</li> </ul> <b>4 marks</b>	<ul style="list-style-type: none"> <li>Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches</li> </ul> <b>4 marks</b>	<ul style="list-style-type: none"> <li>Effective and appropriate selection of language data from all three sources</li> <li>Detailed and effective analysis of language data</li> <li>Effective synthesis of evidence from all three sources of language data</li> </ul> <b>10–12 marks</b>
<b>3</b>	<ul style="list-style-type: none"> <li>Clear expression, with occasional errors which do not impede communication</li> <li>Content is relevant; ideas are developed clearly</li> </ul> <b>3 marks</b>	<ul style="list-style-type: none"> <li>Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches</li> </ul> <b>3 marks</b>	<ul style="list-style-type: none"> <li>Clear and appropriate selection of language data from at least two sources</li> <li>Clear analysis of language data</li> <li>Clear synthesis of evidence from at least two sources of language data</li> </ul> <b>7–9 marks</b>

<b>Level</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b> <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b> <b>5 marks</b>	<b>AO5: Analyse and synthesise language data from a variety of sources.</b> <b>15 marks</b>
<b>2</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; ideas are developed in a limited manner</li> </ul> <b>2 marks</b>	<ul style="list-style-type: none"> <li>• Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches</li> </ul> <b>2 marks</b>	<ul style="list-style-type: none"> <li>• Limited and generally appropriate selection of language data; may be uneven coverage</li> <li>• Limited analysis of language data</li> <li>• Some attempt to synthesise evidence from sources of language data</li> </ul> <b>4–6 marks</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Basic expression, with frequent errors which impede communication</li> <li>• Content may lack relevance in parts; minimal development of ideas</li> </ul> <b>1 mark</b>	<ul style="list-style-type: none"> <li>• Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches</li> </ul> <b>1 mark</b>	<ul style="list-style-type: none"> <li>• Basic and minimal selection of language data</li> <li>• Basic analysis of language data</li> <li>• Minimal attempt to synthesise evidence from sources of language data</li> </ul> <b>1–3 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>	<ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <b>0 marks</b>



## Section B: Child language acquisition

Question	Answer	Marks
2	<p><b>Read the following text, which is a transcription of a conversation between sisters Gina (age 4 years) and Maia (age 8 years), and their father. They are at home playing.</b></p> <p><b>Analyse ways in which Gina, Maia and their father are using language in this conversation. In your answer, you should refer to specific details from the transcription, as well as to ideas and examples from your wider study of child language acquisition.</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 child-directed speech and children's language features in separate sections.</p> <p><b>Responses might feature the following:</b></p> <p><b>Child-directed speech</b></p> <ul style="list-style-type: none"> <li>• The father frequently asks questions as a way of directing the speech. Maia also asks questions of Gina in a similar way.</li> <li>• Praise is used (<i>good girl</i>), which could be linked to Skinner's theories (behaviourism/reinforcement).</li> <li>• Rising intonation is added to declaratives to form questions, e.g. <i>and <u>that one is</u>?</i></li> <li>• Determiners and demonstrative pronouns are stressed, e.g. <i>and <u>that one is</u>?</i>, <i>what colour is <u>this</u>?</i></li> <li>• Recasting is used to correct and extend Gina's speech, e.g. <i>its not red is it, you pay for it with your money do you.</i></li> <li>• The father uses more complex constructions when talking to his older daughter, e.g. <i>how much more is that?</i></li> </ul>	25

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Question	Answer	Marks
2	<p><b>Children's language features</b></p> <ul style="list-style-type: none"> <li>Both girls use turn taking competently, e.g. <i>What else...</i> (line 7).</li> <li>The exchanges are mostly fulfilled adjacency pairs although in places Gina does not answer questions as in lines 3 and 5.</li> <li>There are occasional overlaps created by Gina asking questions when her father and Maia talk to each other about maths.</li> <li>Gina is able to use the simple present tense consistently and also uses the present perfect construction <i>hasnt drunked</i>.</li> <li>Gina uses nonstandard constructions in <i>drunked</i> and <i>every colours</i>. Here she applies regular rules ('-ed' to make a past tense ending and 's' to make a plural) in situations which do not require these suffixes. Such examples could be linked to Chomsky's notion of a language acquisition device.</li> <li>Gina uses a range of other lexical features including correct use of the singular personal pronouns <i>i</i>, and negation with a contraction in <i>hasnt</i>. She uses the determiners <i>my</i>, <i>every</i> and <i>the</i>. She uses prepositions in <i>in the world</i> and <i>with my money</i>, as well as a comparison <i>same colour as</i> and thus can be seen to be moving beyond telegraphic speech.</li> <li>Maia uses complex sentences competently, e.g. <i>daddys rich because hes got twenty three pounds</i>.</li> <li>Maia uses of more precise lexis, e.g. <i>shades</i>.</li> <li>Use of stress and increased volume for emphasis, e.g. <i>the PINK one; no no <u>ten</u></i>.</li> <li>Child phonological competence, e.g. using / wed / for 'red', / d / for / ð /.</li> </ul> <p><b>References to relevant theories and research should be integrated into the response and may include:</b></p> <ul style="list-style-type: none"> <li>Halliday's functions of language, e.g. Representational – <i>she hasnt drunked</i>; Heuristic – <i>what?</i>; Imaginative – <i>with my money</i>.</li> <li>Chomsky (innateness / language acquisition device) as above.</li> <li>Skinner (Behaviourism), e.g. positive reinforcement (see above).</li> <li>Bruner (Language Acquisition Support System), e.g. seen in the utterances of the father and older sister.</li> </ul>	

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

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 15 marks</b>	<b>AO5: Analyse and synthesise language data from a variety of sources. 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>5 marks</p>	<ul style="list-style-type: none"> <li>Sophisticated understanding of linguistic issues, concepts, methods and approaches</li> <li>Insightful reference to wider study of linguistic issues and concepts</li> <li>Insightful reference to linguistic methods and approaches taken by fully appropriate theorists</li> </ul> <p>13–15 marks</p>	<ul style="list-style-type: none"> <li>Sophisticated selection, analysis and synthesis of language data</li> </ul> <p>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>4 marks</p>	<ul style="list-style-type: none"> <li>Detailed understanding of linguistic issues, concepts, methods and approaches</li> <li>Effective reference to wider study of linguistic issues and concepts</li> <li>Effective reference to linguistic methods and approaches taken by appropriate theorists</li> </ul> <p>10–12 marks</p>	<ul style="list-style-type: none"> <li>Detailed selection, analysis and synthesis of language data</li> </ul> <p>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>3 marks</p>	<ul style="list-style-type: none"> <li>Clear understanding of linguistic issues, concepts, methods and approaches</li> <li>Clear reference to wider study of linguistic issues and concepts</li> <li>Clear reference to linguistic methods and approaches taken by appropriate theorists</li> </ul> <p>7–9 marks</p>	<ul style="list-style-type: none"> <li>Clear selection, analysis and synthesis of language data</li> </ul> <p>3 marks</p>

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 15 marks</b>	<b>AO5: Analyse and synthesise language data from a variety of sources. 5 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> <p>2 marks</p>	<ul style="list-style-type: none"> <li>Limited understanding of linguistic issues, concepts, methods and/or approaches</li> <li>Some limited reference to wider study of linguistic issues and/or concepts</li> <li>Some limited reference to linguistic methods and/or approaches taken by generally appropriate theorists</li> </ul> <p>4–6 marks</p>	<ul style="list-style-type: none"> <li>Limited selection, analysis and/or synthesis of language data</li> </ul> <p>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>1 mark</p>	<ul style="list-style-type: none"> <li>Basic understanding of linguistic issues, concepts, methods and/or approaches</li> <li>Minimal reference to wider study of linguistic issues and/or concepts</li> <li>Minimal reference to linguistic methods and/or approaches taken by theorists</li> </ul> <p>1–3 marks</p>	<ul style="list-style-type: none"> <li>Basic selection, analysis and/or synthesis of language data</li> </ul> <p>1 mark</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>	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p>0 marks</p>