



Cambridge International A Level

ENGLISH LANGUAGE**9093/31**

Paper 3 Language Analysis

May/June 2023**MARK SCHEME**Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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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.

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 <u>Texts A</u>, <u>B</u> and <u>C</u>.</p> <p>Analyse how <u>Text A</u> exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from <u>Texts A</u>, <u>B</u> and <u>C</u>, 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>Additional guidance:</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>Responses might feature the following:</p> <p>Lexis</p> <ul style="list-style-type: none"> • A range of lexis is used from the field of clothing: <i>breeches</i>; <i>trowers</i>; <i>pantaloon</i>s. Text C shows how the use of these nouns has changed in frequency over time, reflecting changes in fashion and spelling. • The adverb <i>hitherto</i> today sounds archaic and formal. Nowadays we would say ‘previously’ or ‘until now’. • The verb <i>flatter</i> is still used in the same sense as in Text A in contemporary English, but tends to be used to refer more to compliment physical qualities today, as demonstrated in Text B. • Emotive adjectives, such as <i>disgusting</i> in Text A, would be unlikely to be found in this type of text today. • The adverb <i>well</i> is used to intensify <i>convinced</i> in this relatively formal text, whereas this use of <i>well</i> could be regarded as colloquial today. 	25

Question	Answer	Marks
1	<p>Grammar</p> <ul style="list-style-type: none"> • The syntax of <i>Part the fourth</i> sounds archaic as today the definite article would be placed at the start of this noun phrase – ‘the fourth part’. • There is a perceived mismatch in subject-verb agreement in the phrases <i>which make five measurements</i> and <i>is sufficient</i>. • Sentences are long and extended by commas or semi-colons. Shorter sentences would be expected in contemporary texts. <p>Graphology</p> <ul style="list-style-type: none"> • The use of Roman numerals in <i>PART IV.</i>, as well as the full stop, would not be commonplace in headings in contemporary texts. • Various font styles are used in the heading, whereas today we would be more likely to use fewer fonts consistently. • The ampersand &c. would now be replaced by ‘etc.’ <p>Orthography</p> <ul style="list-style-type: none"> • The spelling of the noun <i>trowsers</i> is not standard today. Text C shows that around the time when Text A was written, <i>trowsers</i> and <i>trousers</i> were both in use. The former was at that time more commonly used than the latter but was in decline. There is a crossover towards the end of that decade and <i>trousers</i> has since become standard with <i>trowsers</i> becoming obsolete. • Text A uses the phrase <i>any thing</i>. Instead of these two separate words (a determiner and noun), today we would write the pronoun <i>anything</i> as one word. • The noun <i>ancke</i> is today spelt ‘ankle’. • The nouns <i>Coat, Trade, Breeches, Trowsers and Pantaloons</i> are capitalised in Text A but lower case would be used in a contemporary text. 	

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

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

Level	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 5 marks	AO5: Analyse and synthesise language data from a variety of sources. 15 marks
2	<ul style="list-style-type: none"> • Expression is clear but may not flow easily, with frequent errors which generally do not impede communication • Content is mostly relevant; ideas are developed in a limited manner <p>2 marks</p>	<ul style="list-style-type: none"> • Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches <p>2 marks</p>	<ul style="list-style-type: none"> • Limited and generally appropriate selection of language data; may be uneven coverage • Limited analysis of language data • Some attempt to synthesise evidence from sources of language data <p>4–6 marks</p>
1	<ul style="list-style-type: none"> • Basic expression, with frequent errors which impede communication • Content may lack relevance in parts; minimal development of ideas <p>1 mark</p>	<ul style="list-style-type: none"> • Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches <p>1 mark</p>	<ul style="list-style-type: none"> • Basic and minimal selection of language data • Basic analysis of language data • Minimal attempt to synthesise evidence from sources of language data <p>1–3 marks</p>
0	<ul style="list-style-type: none"> • No creditable response <p>0 marks</p>	<ul style="list-style-type: none"> • No creditable response <p>0 marks</p>	<ul style="list-style-type: none"> • No creditable response <p>0 marks</p>

Section B: Child language acquisition

Question	Answer	Marks
2	<p>Read the following text, which is a transcription of a conversation involving two boys called Alfie and George, a girl called Lily, and their teacher. The children are all 5 years old. They are at school and they are painting pictures for a competition.</p> <p>Analyse ways in which the children and their teacher 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.</p> <p>Mark according to the levels of response marking criteria in Table B.</p> <p>Additional guidance:</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>Responses might feature the following:</p> <p>Child-directed speech</p> <ul style="list-style-type: none"> • The teacher uses questions and a shortened version of Alfie's name to support Alfie when he is upset: <i>are you all right alf.</i> • Rising intonation is added to declaratives so that they function as questions e.g. <i>and that's all I can ask from you okay?</i> • Some words are stressed for emphasis, such as the pronoun in <i>pick up the painting <u>you</u> did</i>; and the adjective in <i>his <u>best</u> picture</i>. • Imperatives are used to give instructions in order to direct the activities e.g. <i>pick up the painting; come and sit down on the chair</i>. • The teacher's use of <i>guys</i> to address the children. 	25

Question	Answer	Marks
2	<p>Children's language features</p> <ul style="list-style-type: none"> • The children use turn taking competently, with occasional exceptions where Alfie speaks at the same time as the teacher. • Alfie and Lily use non standard constructions in <i>i /wɪʃɪn/ i was in that team</i> and <i>he wish he was in <u>that</u> team</i> respectively. Both are able to use the determiner 'that' to identify the team being referred to, and Alfie uses the continuous form <i>/wɪʃɪn/</i> but omits a verb to show the tense ('am' or 'was'). • Alfie and Lily are able to form questions competently e.g. <i>what do you think?</i> • George and Lily correctly use negation with a contraction respectively in <i>it cant be</i> and <i>we wouldn't have enough in our team</i>. • The children mostly use simple sentences. George uses the conjunction 'but' to connect two ideas in <i>yeah but it cant be /fri:/ teams</i>. Lily is also able to form a complex sentence with the conditional 'if': <i>so if you were in that team we wouldn't have enough in our team</i>. • Lily uses stress for emphasis in <i>he wish he was in <u>that</u> team</i>. She uses raised volume for the same reason, possibly to attract the attention of the teacher, in <i>alfies gonna CRY</i>. • Child phonological competence, e.g. using <i>/wɪʃɪn/</i> for 'wishing' (deletion of final phoneme) and <i>/fri:/</i> for 'three' (substitution of initial phoneme). <p>References to relevant theories and research should be integrated into the response and may include:</p> <ul style="list-style-type: none"> • Alfie seems to be concerned with his own perception and feelings more than those of others and so is relatively egocentric and preoperational (Piaget). George and Lily show some logic and reasoning and so seem to be moving towards the concrete operational stage. • Halliday's functions of language e.g. representational – <i>alfies gonna CRY</i>; regulatory – <i>take a look</i>; personal – <i>thats all i can do</i>; interactional – <i>george</i>. • The children's utterances are post-telegraphic. • Lily's virtuous error in <i>he wish (.) he wish</i>: candidates may comment on Chomsky's notion of universal grammar. • Dore: answering is shown in <i>it depends</i>; requesting action in <i>take a look</i>; protesting in <i>no youre not</i>. 	

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 15 marks	AO5: Analyse and synthesise language data from a variety of sources. 5 marks
3	<ul style="list-style-type: none"> • Clear understanding of text (meaning/context/audience) • Clear reference to characteristic features 3 marks	<ul style="list-style-type: none"> • Clear understanding of linguistic issues, concepts, methods and approaches • Clear reference to wider study of linguistic issues and concepts • Clear reference to linguistic methods and approaches taken by appropriate theorists 7–9 marks	<ul style="list-style-type: none"> • Clear selection, analysis and synthesis of language data 3 marks
2	<ul style="list-style-type: none"> • Limited understanding of text (meaning/context/audience) • Limited reference to characteristic features 2 marks	<ul style="list-style-type: none"> • Limited understanding of linguistic issues, concepts, methods and/or approaches • Some limited reference to wider study of linguistic issues and/or concepts • Some limited reference to linguistic methods and/or approaches taken by generally appropriate theorists 4–6 marks	<ul style="list-style-type: none"> • Limited selection, analysis and/or synthesis of language data 2 marks
1	<ul style="list-style-type: none"> • Basic understanding of text (meaning/context/audience) • Minimal reference to characteristic features 1 mark	<ul style="list-style-type: none"> • Basic understanding of linguistic issues, concepts, methods and/or approaches • Minimal reference to wider study of linguistic issues and/or concepts • Minimal reference to linguistic methods and/or approaches taken by theorists 1–3 marks	<ul style="list-style-type: none"> • Basic selection, analysis and/or synthesis of language data 1 mark
0	<ul style="list-style-type: none"> • No creditable response 0 marks	<ul style="list-style-type: none"> • No creditable response 0 marks	<ul style="list-style-type: none"> • No creditable response 0 marks