



# Cambridge International AS & A Level

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**ENGLISH LANGUAGE**

**9093/01**

Paper 1 Reading

**For examination from 2021**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **12** pages. Blank pages are indicated.

**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 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>Read the following text, which is an advertisement for a luxury apartment called <i>Pembroke</i>, in Cape Town, South Africa.</p> <p>Imagine you have recently stayed at the apartment. Write the text for a review of the apartment, which will be posted on the <i>Real Deal</i> holiday review website. Use 150–200 words.</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>• description of the apartment and its surroundings</li> <li>• personal opinion and anecdote.</li> </ul> | 10    |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p><b>Compare your review with the advertisement, 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 ways in which the different purposes affect the content and style of the two texts, e.g. identification of bias/objectivity</li> <li>• the ways in which the advertisement and review appeal to their respective intended audiences, e.g. through the register used in each text</li> <li>• headings and short paragraphs</li> <li>• use of second person</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• the slow pace of the text reflects the dreamy, relaxed mood, luxury setting and indulgent experience being offered</li> <li>• shifts in focus from the outside of the apartment in the opening five paragraphs to the inside of the apartment from paragraph six enable the reader to ‘see’ the local area/view the apartment from a distance</li> <li>• from the sixth paragraph, the reader is taken on a tour of the interior of the apartment from the bedroom to the dining room, and through the lounge and the kitchen areas along the way</li> <li>• the one-sentence paragraph, used as a rhetorical device in paragraph four, emphasises the purpose of the text – to persuade the reader that the <i>Pembroke</i> is better than any other luxury accommodation on offer in Cape Town</li> </ul> | 15    |

| Question | Answer  | Marks |
|----------|---|-------|
| 1 (b)    | <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• positive adjectives – <i>acclaimed, gourmet, popular, plush, magnificent, exceptional, balmy</i>, etc.</li> <li>• metaphor – <i>rubbing shoulders</i></li> <li>• fronted adverbials – <i>Set on the water's edge ...</i></li> <li>• imperative verbs – <i>relax and enjoy, contemplate, enlist</i></li> <li>• use of superlatives / comparatives – <i>best, finest</i></li> <li>• allusions to royalty/use of regal language – <i>majesty, king bed, regal double bath</i></li> <li>• repetition of <i>within walking distance</i> to suggest that the apartment is conveniently located</li> <li>• words with connotations of superior status – <i>Perched above</i></li> <li>• expanded noun phrases throughout the advertisement are used to convey the exclusivity of the apartment / appeal to the target clientele</li> <li>• sensory language evokes the atmosphere of the apartment – with references to the <i>ambience, mood lighting, balmy, play of light is remarkable, tea lights that add further to the atmosphere</i></li> <li>• use of jargonistic language to create the impression that the apartment is modern and hi-tech – <i>audiovisual, flat-screen TV, remote control</i></li> <li>• use of the present tense for immediacy places the reader in the luxury apartment</li> <li>• use of lists, e.g. <i>a myriad of bistros, gourmet restaurants, popular and designer shopping</i>; to emphasise the numerous benefits offered by the apartment</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>   |
| <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><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><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>          |
| <b>1</b>     | <ul style="list-style-type: none"> <li>Basic understanding of text (meaning/context/audience), with minimal comparison</li> <li>Minimal reference to characteristic features</li> </ul> <b>1 mark</b>     | <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> <b>1–2 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>   |



**Section B: Text analysis**

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p>Read the following text, which is an article from an Australian food website about a successful pastry chef called Helen Goh.</p> <p>Analyse the text, focusing on form, structure and language.</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 article, e.g. details from the interview between the writer and Helen Goh</li> <li>• the ways in which the purpose affects the content and style of the text, e.g. the inclusion of factual information about Goh; details which suggest the writer's attitude towards Goh; details about the relationship between Helen Goh and Yotam Ottolenghi; details which suggest the writer's attitude towards baking</li> <li>• the ways in which the article appeals to its intended audience, e.g. through the register used in the text</li> <li>• the ways in which the article fits within a particular genre of non-fiction (culinary journalism)</li> <li>• any other relevant aspect of the text's form</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• non-chronological sequence</li> <li>• direction of the text takes the reader backwards and forwards in time to present Goh's journey from Melbourne to London</li> <li>• shifts in perspective focus the reader on key moments in Goh's rise to success</li> <li>• any other relevant structural feature in the text</li> </ul> | 25    |

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• use of juxtaposition to show a contrast between Goh and Ottolenghi</li> <li>• use of a pun in the title</li> <li>• imperative verb in the title suggests Goh is someone the reader must get to know</li> <li>• personal testimony and anecdote reveal Goh's character/personality</li> <li>• tense shifts enable the reader to share in Goh's journey</li> <li>• contractions used to lower the register of the text help to connect reader and writer</li> <li>• colloquial language used to make Goh appear familiar/friendly, e.g. <i>hitting the spot, nailing</i></li> <li>• use of humour engages the reader – ... <i>in my second week wondering how I could break an arm or a leg so I didn't have to come back the next day</i></li> <li>• sentence variety, including multiple clause, complex sentences suggest Goh's diligent, hard-working attitude – <i>I would put it in the oven, set the alarm for 1½ hours, have a nap, make another batch and put them in the oven and have another nap</i></li> <li>• use of first/third person involves the reader</li> <li>• use of subject specific 'foodie'/culinary language to appeal to the target audience</li> <li>• any other relevant language feature 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>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b>   |
|--------------|--|---|
| <b>5</b>     | <p><b>5 marks</b></p> <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> | <p><b>20 marks</b></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>17–20 marks</p> |
| <b>4</b>     | <p><b>4 marks</b></p> <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>• 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>13–16 marks</p>  |
| <b>3</b>     | <p><b>3 marks</b></p> <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>• 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>9–12 marks</p>  |

|              |   |  |
|--------------|---|--|
| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><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><b>20 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 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>5–8 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 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>1–4 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>  |