



Cambridge International A Level

ENGLISH LANGUAGE**9093/32**

Paper 3 Language Analysis

March 2022

MARK SCHEME

Maximum Mark: 50

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| Published |
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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 March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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.

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.

PUBLISHED**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"> • There is a range of lexis used related to modern computer-based technology including <i>web</i>, <i>clickbait</i>, <i>blog</i>, <i>online</i> and <i>IM</i>. Candidates may discuss possible origins of such lexis. For instance, the compound noun <i>clickbait</i> comes from <i>click</i> and <i>bait</i>. The increase in usage of <i>online</i> and <i>internet</i> which candidates may note from Text C, would accord with the increase in computer usage. This was also true of <i>Internet</i> until recent years, but it has now been decapitalised. • They may refer to Text B to discuss how <i>web</i> has acquired new meanings in relation to technology. • The plural noun <i>subgenres</i> to mean ‘part of a larger genre’ is derived from the Latin prefix ‘sub-’ meaning ‘below or under’, with ‘genre’ which has come from Latin and French. This plural noun adds to the sophistication of the text, juxtaposed with more informal lexis such as <i>weirdo</i>. • The adjective <i>flagship</i> meaning ‘the most important of one of a group of things’ would seem to be derived from <i>flagship</i> as a noun meaning ‘the first of a fleet of ships’. This therefore seems to have undergone some broadening. • Candidates may discuss the connotations and denotation of the noun <i>hipster</i>. This seems to have originated in 1920s America to denote those who carried hip flasks, then changed in the 1930s to refer to hip-shaking dancers. | 25 |

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| Question | Answer | Marks |
|----------|---|-------|
| 1 | <ul style="list-style-type: none"> • The noun <i>influencer</i> is presented in inverted commas perhaps to denote that this term's denotation is changing with a more narrow definition used here – to influence others to buy services or goods by promoting items on social media. The inverted commas would not be used in the current decade. • Clipping is seen in the term <i>alt</i> for 'alternative'. Candidates may draw analogies to more familiar clippings such as 'flu' for 'influenza' and 'bus' for 'omnibus'. • Shortening is seen in the abbreviation <i>HRO</i> (short for 'Hipster Runoff') and initialism <i>IM</i> (Instant Messaging). • Abbreviation is also used in <i>bb</i> (short for 'babe' or 'baby'), whilst <i>blog</i>, a derivation of the portmanteau word 'weblog' (formed from 'web' and 'log'), is used to denote an online journal. Candidates may comment on the increasing use of other similar word formation such as 'vlog' (video log) and initialisms like 'imo', 'brb' and 'lol' which are often seen in text-speak. • Idioms are used including <i>went dark</i> meaning 'to go off line or private'. The idiomatic <i>makes the cut</i> meaning to 'meet the requirements' is used and is derived from golf. <p>Grammar</p> <ul style="list-style-type: none"> • Fronted adverbials are often used to start paragraphs: <i>Before he was voted</i>; <i>At its peak</i>; and <i>In mid-2014...</i> This relaxes the register, which we might not expect from an earlier text. • There is wide use of declarative sentences which accords with the informative purpose of this text. In contemporary texts such as this, we might expect the tenor of the piece to be more informal, such as through the use of rhetorical questions, inclusive pronouns (we, you) and imperatives. • A coordinating conjunction is used to form a non-standard sentence in <i>But now...</i> making the text seem informal. <p>Graphology</p> <ul style="list-style-type: none"> • Capital letters are used in abbreviations such as <i>HRO</i> (probably because it is the title of the blog) and <i>IM</i> (as is the norm for this initialism) but not for slang <i>bb</i>. • Presence of hyperlinks. | |

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 <p style="text-align: right;">5 marks</p> | <ul style="list-style-type: none"> • Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches <p style="text-align: right;">5 marks</p> | <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 <p style="text-align: right;">13–15 marks</p> |
| 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 <p style="text-align: right;">4 marks</p> | <ul style="list-style-type: none"> • Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches <p style="text-align: right;">4 marks</p> | <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 <p style="text-align: right;">10–12 marks</p> |
| 3 | <ul style="list-style-type: none"> • Clear expression, with occasional errors which do not impede communication • Content is relevant; ideas are developed clearly <p style="text-align: right;">3 marks</p> | <ul style="list-style-type: none"> • Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches <p style="text-align: right;">3 marks</p> | <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 <p style="text-align: right;">7–9 marks</p> |
| 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 style="text-align: right;">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 style="text-align: right;">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 style="text-align: right;">4–6 marks</p> |

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| 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 |
|--------------|---|---|---|
| 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 style="text-align: right;">1 mark</p> | <ul style="list-style-type: none"> • Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches <p style="text-align: right;">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 style="text-align: right;">1–3 marks</p> |
| 0 | <ul style="list-style-type: none"> • No creditable response <p style="text-align: right;">0 marks</p> | <ul style="list-style-type: none"> • No creditable response <p style="text-align: right;">0 marks</p> | <ul style="list-style-type: none"> • No creditable response <p style="text-align: right;">0 marks</p> |

Section B: Child language acquisition

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>Read the following text, which is a transcription of a conversation between Blake (age 5 years) and his mother. They are at home and Blake is in the bath.</p> <p>Analyse ways in which Blake and his mother 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 mother frequently asks questions, and sometimes imperatives to manage the topic e.g. <i>what are you going to be when you grow up; so tell me about <u>maggie</u>.</i> • Repetition is used (<i>marshal</i>↗) which could be linked to Skinner’s theories (behaviourism/reinforcement). • Recasting is used (<i>mister greg asked if you had a job</i>↗) which could be linked to Bruner’s LASS. • Rising intonation is added to declaratives to form questions e.g. <i>kemsley</i>↗. • Stress is used to draw attention to proper nouns, e.g. <i>so tell me about <u>maggie</u>.</i> • The mother helps to reinforce or extend Blake’s vocabulary e.g. <ul style="list-style-type: none"> Blake:...<i>that thing you get to turn on a rope</i> Mother: <i>a piñata</i>↗ | 25 |

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| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>Children’s language features</p> <ul style="list-style-type: none"> • Blake uses turn-taking competently and the exchanges are mostly fulfilled adjacency pairs. • Occasionally Blake does not answer entirely directly or relevantly e.g. Mother: <i>what about mister greg (.) is he nice↗</i> Blake: <i>mister greg told me if i have a job (1) and i dont↘</i> • Blake is able to form questions and correct his own utterances e.g. <i>whos that other (.) whos that boy↗</i>. • Blake is able to use the simple present tense consistently and also uses the simple past form <i>she invited me</i>. • Blake uses a non standard construction in <i>you made me took (.) take (.) er the one that you letted me take a ride (.) um at the car</i>. He corrects his use of tense in <i>take</i> (the irregular past tense construction <i>took</i> is not needed here as the tense is marked on <i>made</i>) but overgeneralises in applying a regular ‘ed’ ending to the irregular verb <i>let</i>. Such examples could be linked to Chomsky’s notion of a language acquisition device. • Blake uses a range of other lexical features including correct use of singular subject and object personal pronouns <i>i/me</i>, and the contracted negative form <i>didnt</i>. He uses the plural <i>stickers</i>. He is able to use <i>only</i> and <i>even</i> as adverbs for emphasis; and the comparative <i>more than me</i>. He also uses prepositions e.g. <i>at the car</i>. • Use of stress and increased volume for emphasis e.g. <i>um well i really <u>love</u> maggies um er brother; they DIDNT GIVE THEM BACK</i>. • Blake is able to use compound and complex sentence structures e.g. <i>um well i really <u>love</u> maggies um er brother cause his face looks like um (.) a an oval but its not (.) its like a circle</i> (complex compound); and <i>i said no since i dont have a job</i> (complex). <p>References to relevant theories and research should be integrated into the response and may include:</p> <ul style="list-style-type: none"> • Halliday’s functions of language. e.g. Representational – <i>somebody took all of the stickers that i got</i>; Personal – <i>I love maggie</i>; Heuristic – <i>whos that boy↗</i>; Imaginative – <i>a knight in shining armour</i>. • Chomsky (innateness/language acquisition device) e.g. Blake’s use of tense. • Skinner (Behaviourism), e.g. reinforcement (see above). • Vygotsky, e.g. scaffolding leading to Blake reaching his zone of proximal development. • Bruner (Language Acquisition Support System), e.g. seen in the utterances of the mother. | |

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

| 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 |
|--------------|--|---|---|
| 5 | <ul style="list-style-type: none"> Sophisticated understanding of text (meaning/context/audience) Insightful reference to characteristic features <p>5 marks</p> | <ul style="list-style-type: none"> Sophisticated understanding of linguistic issues, concepts, methods and approaches Insightful reference to wider study of linguistic issues and concepts Insightful reference to linguistic methods and approaches taken by fully appropriate theorists <p>13–15 marks</p> | <ul style="list-style-type: none"> Sophisticated selection, analysis and synthesis of language data <p>5 marks</p> |
| 4 | <ul style="list-style-type: none"> Detailed understanding of text (meaning/context/audience) Effective reference to characteristic features <p>4 marks</p> | <ul style="list-style-type: none"> Detailed understanding of linguistic issues, concepts, methods and approaches Effective reference to wider study of linguistic issues and concepts Effective reference to linguistic methods and approaches taken by appropriate theorists <p>10–12 marks</p> | <ul style="list-style-type: none"> Detailed selection, analysis and synthesis of language data <p>4 marks</p> |
| 3 | <ul style="list-style-type: none"> Clear understanding of text (meaning/context/audience) Clear reference to characteristic features <p>3 marks</p> | <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 <p>7–9 marks</p> | <ul style="list-style-type: none"> Clear selection, analysis and synthesis of language data <p>3 marks</p> |
| 2 | <ul style="list-style-type: none"> Limited understanding of text (meaning/context/audience) Limited reference to characteristic features <p>2 marks</p> | <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 <p>4–6 marks</p> | <ul style="list-style-type: none"> Limited selection, analysis and/or synthesis of language data <p>2 marks</p> |

| 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 |
|--------------|--|---|---|
| 1 | <ul style="list-style-type: none"> Basic understanding of text (meaning/context/audience) Minimal reference to characteristic features <p>1 mark</p> | <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 <p>1–3 marks</p> | <ul style="list-style-type: none"> Basic selection, analysis and/or synthesis of language data <p>1 mark</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> |