



# Cambridge International A Level

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**ENGLISH LANGUAGE****9093/32**

Paper 3 Language Analysis

**October/November 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 October/November 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 **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.

**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><b>Read <u>Texts A</u>, <u>B</u> and <u>C</u>.</b></p> <p><b>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.</b></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 and semantics</b></p> <ul style="list-style-type: none"> <li>• The words <i>pauper</i> and <i>pauperism</i> are not used in today's society, sounding archaic and disrespectful. This indicates a shift in connotation over time.</li> <li>• The word <i>class</i> (<i>neglected class of children</i>, <i>criminal class</i>) has undergone a shift in use, shown in Text B, which is probably demonstrative of cultural and societal changes over time. The uses of <i>class</i> in the text and words from the left-hand column of the table such as <i>rankes</i>, <i>rank</i>, and <i>nobility</i> place an emphasis on social order. The 2015 list tells us that class is now often discussed alongside <i>race</i>, <i>gender</i> and <i>ethnicity</i>, probably as these are more common as issues of public contention now than in the past.</li> <li>• Potential links with historical events (slavery and its abolition, the World Wars, industrialisation and advancements in technology, etc.) that have led to increases in geographical and social mobility, as well as globalisation, and how these are reflected in language.</li> <li>• The frequency of words in the lexical field of education in the 2015 list – <i>workshop</i>, <i>seminar</i> – compared to the absence of such words in the historical list; this could be evidence of lexical widening.</li> <li>• words that reflect changes in society e.g. <i>garrets</i>, <i>workhouse</i>.</li> <li>• The use of the word <i>want</i> as a noun is unusual today – this could be seen as an example of lexical narrowing.</li> </ul>	25

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Question	Answer	Marks
1	<ul style="list-style-type: none"> <li>• The adverb of place <i>thither</i> (to mean to/towards a certain place) is no longer in use in Standard English.</li> <li>• Emotive language that has the effect of rhetoric, and imagery that could be used to produce an emotional reaction in the reader and thereby move them to action. This sort of language is not likely to be used in formal reports today. Examples include: <ul style="list-style-type: none"> <li>– Figurative language such as <i>corruption of an obstinate and firm growth has its fixed abode amongst them, criminals spring and cut off the principal roots...</i></li> <li>– Triplets, <i>their miseries, their helplessness, and their vice</i> and <i>the garrets, cellars, and wretched rooms</i> (alliteration on the latter two words could also be considered as a device)</li> <li>– Listing such as <i>the mental darkness, the stubborn tempers, the hopeless spirits, and the vicious habits...</i> – here, the repetition of adjective/noun, creating rhythm</li> <li>– The clause <i>covered only with rags and vermin</i></li> <li>– The clearly positioned phrase <i>remedy for the evils of the workhouse schools</i></li> <li>– Use of adjectives <i>wretched, mental, stubborn, hopeless, vicious, neglected, chronic, stunted, emaciated</i>.</li> </ul> </li> </ul> <p><b>Grammar and syntax</b></p> <ul style="list-style-type: none"> <li>• Long, complex sentences e.g. <i>The pauper children assembled at Norwood ... emaciated with want</i> – or the inversion of direct and indirect object in the first sentence – characteristic of writing during the Victorian era. Today's reports tend towards shorter sentences (or bulleted points) that communicate factual information as efficiently as possible.</li> <li>• The cleft sentence, <i>It is from this neglected class of children ... that the gaols are eventually filled with adult criminals</i>, would likely be inverted in a formal report of today, as it sounds like rhetoric.</li> <li>• Similarly, other sentences that place the object before the subject e.g. <i>To them the State is <u>loco parentis</u></i>.</li> <li>• Use of the subject pronoun <i>we</i> in sentences communicating past experience (<i>We addressed, We have already shown</i>), giving the text authority. Today, a report would more likely refer to the organisation carrying out the investigation in the third person. <ul style="list-style-type: none"> <li>– This is reinforced by the inclusion of quotation.</li> <li>– <i>We</i> also used in a conditional sentence (<i>If we could withdraw...</i>) that creates a sense of inclusion and of calling a group to action for the greater good.</li> <li>– The use of the modal verb <i>should</i> in the latter clause of the conditional is unusual today, and would be considered formal and archaic if used in this way.</li> </ul> </li> </ul> <p><b>Orthography</b></p> <ul style="list-style-type: none"> <li>• The spelling <i>gaol</i> is used rarely today, as shown in Text C; this is probably due to standardisation in spelling, as both <i>gaol</i> and <i>jail</i> come from corresponding variations in French, from different regions of France. There may also have been a difference in pronunciation historically.</li> <li>• Otherwise, spelling is in line with that of modern day British English, with letters such as 'j' having disappeared in the earlier part of the 19th C., and the emergence of a standard of spelling following the publication of Samuel Johnson's dictionary over 100 years prior to the publication of Text A</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> <p style="text-align: right;">5 marks</p>	<ul style="list-style-type: none"> <li>Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches</li> </ul> <p style="text-align: right;">5 marks</p>	<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> <p style="text-align: right;">13–15 marks</p>
<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> <p style="text-align: right;">4 marks</p>	<ul style="list-style-type: none"> <li>Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches</li> </ul> <p style="text-align: right;">4 marks</p>	<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> <p style="text-align: right;">10–12 marks</p>
<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> <p style="text-align: right;">3 marks</p>	<ul style="list-style-type: none"> <li>Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches</li> </ul> <p style="text-align: right;">3 marks</p>	<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> <p style="text-align: right;">7–9 marks</p>
<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> <p style="text-align: right;">2 marks</p>	<ul style="list-style-type: none"> <li>Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches</li> </ul> <p style="text-align: right;">2 marks</p>	<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> <p style="text-align: right;">4–6 marks</p>



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

## Section B: Child language acquisition

Question	Answer	Marks
2	<p><b>Read the following text, which is a transcription of a conversation between Aria (age 4 years) and her mother. They are at home and Aria is playing with toy animals.</b></p> <p><b>Analyse ways in which Aria and her 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.</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 mother frequently asks questions. In most cases (such as the mother’s question <i>whos that</i> ) the answer is already known and the question is a way of directing the speech.</li> <li>• The use of declaratives to manage the topic and the activity, e.g. <i>we’ll find the animals</i>.</li> <li>• Praise is used (<i>right</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>push the horsie in the cart</i> .</li> <li>• Demonstrative pronouns are stressed, e.g. <i>thats a horsie and thats a cow</i>.</li> <li>• Recasting is used to correct and extend Aria’s speech e.g. <i>go wet &gt; get wet</i>.</li> <li>• The mother uses the diminutive term <i>horsie</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>• Aria uses turn-taking competently and the exchanges are mostly fulfilled adjacency pairs.</li> <li>• There are occasional interruptions and overlaps, however, mostly created by Aria.</li> <li>• Aria is able to use the simple present tense consistently and also uses the continuous form <i>thats going down the tower</i>.</li> <li>• Aria uses a non standard construction in <i>he go up</i> and likewise in <i>the sheeps go (.) wet</i>. She forms the plural <i>horsies</i> but applies the same rule to the irregular <i>sheeps</i>. Such examples could be linked to Chomsky’s notion of a language acquisition device.</li> <li>• Anna uses a range of other lexical features including correct use of singular and plural personal pronouns <i>i/we</i>, and negation <i>no</i>. She uses a pre-modifying adjective <i>big</i> after her mother models this. She is able to use contracted verb forms such as <i>weve</i>. She uses a preposition in <i>up the tower</i>.</li> <li>• Use of stress and increased volume for emphasis e.g. <i>go <u>wet</u></i> and <i>HERES ONE</i>.</li> <li>• Anna’s use of simple SVO sentences, e.g. <i>weve found them</i>.</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>weve found them</i>; Interactional – <i>thank you</i>; Regulatory – <i>no he go up the tower</i>; Heuristic – <i>whats <u>this</u></i>; Imaginative – <i>the sheeps go wet</i>.</li> <li>• Chomsky (innateness/language acquisition device) e.g. production of plurals.</li> <li>• Skinner (Behaviourism), e.g. positive reinforcement (see above).</li> <li>• Vygotsky, e.g. scaffolding leading to Aria reaching her zone of proximal development.</li> <li>• Bruner (Language Acquisition Support System), e.g. seen in the utterances of the mother.</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 style="text-align: right;">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 style="text-align: right;">4–6 marks</p>	<ul style="list-style-type: none"> <li>Limited selection, analysis and/or synthesis of language data</li> </ul> <p style="text-align: right;">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 style="text-align: right;">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 style="text-align: right;">1–3 marks</p>	<ul style="list-style-type: none"> <li>Basic selection, analysis and/or synthesis of language data</li> </ul> <p style="text-align: right;">1 mark</p>
<b>0</b>	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>	<ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p style="text-align: right;">0 marks</p>