Cambridge Assessment International Education

Cambridge International A Level

ENGLISH LANGUAGE **9093/33**

Paper 3 Language Analysis **October/November 2021**

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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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.

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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.

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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).

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Section A: Language change

Question	Answer	Marks
1	**Read Texts A, B and C.** **Analyse how Text A exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from Texts A, B and C, as well as to ideas and examples from your wider study of language change.** Mark according to the levels of response marking criteria in Table A. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. 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. **Responses might feature the following:** **Lexis and Semantics** • Gender expectations are made clear in the text through the address to *House-wives* and *Ladies*. The writer also refers to having consulted females who have *distinguished themselves* in domestic roles, whilst the males she has consulted have *indisputable judgment* and cookery is their *publick employment*. Candidates may comment on the connotations of the asymmetrical terms *Gentlemen* and *Ladies* and the implied social class of the (female) readers. They may also refer to the ngram which shows that these terms are declining in frequency of use, with the lexical items *males* and *females* increasing in frequency in comparison. • There is a range of verbs and nouns linked to the semantic field of hard work, including *endeavours*, *procuring*, *prosecute*, and *exerted*. This lexis is still in use today although *prosecute* now usually has a narrower legal sense, as seen in Text B. She also suggests pride in the work in the lines *I flatter myself* and *I can boast* as well as in the use of the adverb *ingenuously*. The intensifier *so* is then used to promote the material produced as *so well contrived, so useful and so copious*.	**25**

Question	Answer	Marks
1	• In contrast with this confidence, the writer shows a sense of humility in the phrase *I may not treſpaſs too far…* and signing off *with all due Submission and Respect […] Your most humble and obedient Servant*. This may be considered to be in line with the expected role of a female writer at this time. • The phrase *Bills of Fare* (to mean 'menus') and the word *Compilement* (to mean 'collection') have fallen out of use. • The noun *Receipts* is used to mean 'recipes'. 'Recipe' did not become the preferred word until later on, whilst *receipt* has undergone semantic narrowing and is no longer used in this sense. • The compound noun *House-wives* is more likely to be written without a hyphen by modern writers, perhaps reflecting the tendency over time for compound words to begin by being written with a space, then to be hyphenated, then written solidly without a hyphen. However, *Great-Britain* is not written with a hyphen nowadays but instead as two words, maybe because 'Great' is an adjective rather than a noun. **Grammar** • Sentences are often long and complex, making the text seem dense and less accessible by modern standards. Relative clauses contribute to this complexity. Semi colons are used to separate clauses, and in places sentences are started with 'And' which is not considered to be Standard English today. • The syntactical structures of the phrases *as far as in me lay* and *this my design* are rarely used in modern English: *lay* comes at the end in the former, and the latter construction uses both *this* and *my* where in modern English only one determiner would be used. • The text uses the format of a letter and uses some set phrases such as *To conclude* which give a sense of formality. **Orthography** • Archaic spelling in the form of *Œconomy* (instead of modern day 'economy') and *compleat* is used. • An apostrophe is used for elision of 'though' to *tho* which would be considered non-Standard today. • The spellings *publick* and *Topick* for 'public' and 'topic' respectively may reflect issues to do with pronunciation or standardisation of spelling. • Verbs with an 'ed' ending are given an apostrophe to form *'d* such as in *join'd*. **Graphology** • An illuminated initial is used for the first letter of the main body of text. • A long 'ſ' is used instead of 's' in medial positions in all words and to start words which are not begun with capitals. It is 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. • Capital letters are not yet standardised and here are used to start the names of nouns which the author considers to be of importance.	

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	• Sophisticated expression, with a high level of accuracy • Content is fully relevant; ideas are developed throughout in a sophisticated manner 5 marks	• Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches 5 marks	• 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	• Effective expression, with a few minor errors which do not impede communication • Content is relevant; ideas are developed in an effective manner 4 marks	• Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches 4 marks	• 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	• Clear expression, with occasional errors which do not impede communication • Content is relevant; ideas are developed clearly 3 marks	• Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches 3 marks	• 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

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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
2	• 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 2 marks	• Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches 2 marks	• 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 4–6 marks
1	• Basic expression, with frequent errors which impede communication • Content may lack relevance in parts; minimal development of ideas 1 mark	• Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches 1 mark	• Basic and minimal selection of language data • Basic analysis of language data • Minimal attempt to synthesise evidence from sources of language data 1–3 marks
0	• No creditable response 0 marks	• No creditable response 0 marks	• No creditable response 0 marks

Section B: Child language acquisition

Question	Answer	Marks
2	**Read the following text, which is a transcription of a conversation between Henry (age 5 years) and his father. They are at home having a snack.** **Analyse ways in which Henry and his 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.** Mark according to the levels of response marking criteria in Table B. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. 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. **Responses might feature the following:** **Child-directed speech** • intonation and stress to emphasize words. • questions to encourage Henry to talk e.g. *and what happened to his arm*↗. • recasting to correct what Henry says (e.g. *bought*) bringing about negative reinforcement (Skinner). • questions to change the topic e.g. *so whats your favourite toy*↗. • use of *dad* in place of 'me' in line 9.	**25**

Question	Answer	Marks
2	**Children's language features** • use of instrumental language (Halliday) e.g. *i need to have one now*. • ability to ask questions (*do you want to see me*) and to integrate politeness markers into questions (*could i please have a nut*). • use of complex sentence structures e.g. *when we took off the label it was just broke by itself*. • use of regular and irregular past tense constructions such as '*we took'* and '*we needed*' although sometimes he uses phrases he will not have heard before (e.g. *buyed me that*) which might support Chomsky's notion of an innate capacity to form utterances rather than merely using repetition of what has previously been heard. • use of continuous aspect constructions, although with some nonstandard elements: *ive just going to*. • use of varied volume, intonation and emphatic stress to give information. • competent turn taking and the exchanges are mostly fulfilled adjacency pairs. There are occasional interruptions and overlaps, however, created by the Henry's utterances. • ability to use a wide range of parts of speech including determiners (*my*), adjectives (*noisy*), adverbs (*so*); coordinating and subordinating conjunctions (*but i need* ; *cause i'd been*); modal verbs (*you should*). • he sometimes leaves out 'function' words such as articles in '*i can drink with glass now*'. **References to relevant theories and research should be integrated into the response and may include:** • Halliday's functions of language: Representational – *i can do it* ; Interactional – *do you want to see me*; Regulatory – *we could share your water*. • Skinner (Behaviourism), e.g. positive and negative reinforcement from the father. • Chomsky (innateness/language acquisition device), e.g. production of tenses. • Piaget (cognitive development), e.g. comments on the concrete operational stage of Henry. • Bruner (Language Acquisition Support System), e.g. seen in the utterances of the father such as *and what happened to his arm*↗.	

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	• Sophisticated understanding of text (meaning / context / audience) • Insightful reference to characteristic features 5 marks	• 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 13–15 marks	• Sophisticated selection, analysis and synthesis of language data 5 marks
4	• Detailed understanding of text (meaning / context / audience) • Effective reference to characteristic features 4 marks	• 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 10–12 marks	• Detailed selection, analysis and synthesis of language data 4 marks
3	• Clear understanding of text (meaning / context / audience) • Clear reference to characteristic features 3 marks	• 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	• Clear selection, analysis and synthesis of language data 3 marks

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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
2	• Limited understanding of text (meaning / context / audience) • Limited reference to characteristic features 2 marks	• 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	• Limited selection, analysis and/or synthesis of language data 2 marks
1	• Basic understanding of text (meaning / context / audience) • Minimal reference to characteristic features 1 mark	• 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	• Basic selection, analysis and/or synthesis of language data 1 mark
0	• No creditable response 0 marks	• No creditable response 0 marks	• No creditable response 0 marks

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