



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/03

Paper 3 Language Analysis

For examination from 2021

MARK SCHEME

Maximum Mark: 50

Specimen

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.

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 or child language acquisition without reference to broader considerations or examples.

Section A: Language change

Question	Answer	Marks
1	Read <u>Texts A</u>, <u>B</u> and <u>C</u>. 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. 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 • There is a range of architectural lexis used: <i>pavilions</i>, <i>balustrad</i>, <i>pedestals</i>, <i>stories</i>, <i>cellars</i>, <i>garrets</i>, <i>apartment</i>, <i>gallery</i>, <i>chapel</i>, <i>porch</i>, <i>green-house</i>, <i>lodgings</i>, <i>dressing-room</i> <i>chamber window</i>. Much of this lexis is still in use today, though the meanings of <i>room</i> and <i>chamber</i> have diverged, as shown in Text B. • <i>balustrad</i> is used as a verb here (a conversion) whereas it is normally a noun. Likewise <i>rail'd</i> is not usually used in English today as a verb. • <i>balustrad</i> and <i>garret</i> are also derived from French words. <i>Garret</i> is still used today to refer to an attic or living space at the top of a building but has more negative connotations today of a small, dismal space, whereas in this text it seems to be more synonymous with the more neutral <i>attic</i> (which is derived from Greek). • The compound noun <i>green-house</i> may be 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. • The noun <i>creature</i> is applied to a female person in the text (the Lord's daughter-in-law). It may still be used to refer to people today but seems to be generally used more narrowly nowadays to refer to animals only. • <i>dressing-room</i> does not tend to be written with a hyphen nowadays, probably because most dwellings do not have this feature and so the term has not become so frequently used as to become one word.	25

Question	Answer	Marks
1	• The noun <i>chamber</i> meaning room or bedroom is derived from the French <i>chambre</i>. Today it sounds archaic in this context. It seems to have undergone some semantic narrowing and would now be likely to be used to refer to rooms being used for a public, formal or professional purpose such as in law or parliament, as shown in Text B. • The plural noun <i>carps</i> would now be seen without the inflection 's'. • The noun <i>foule</i> sounds like the modern <i>fowl</i> which relates to particular types of domestic bird. It could be being used here in the wider archaic sense to mean any bird. Grammar and syntax • Sentences (such as the second sentence) are often long and complex, making the text seem dense and less accessible by modern standards. Relative clauses contribute to this complexity, e.g. <i>which make as good, ... which he tells me ...</i> • The subjunctive form <i>the building be of brick</i> is used, which sounds formal today. Orthography • There is frequent use of an apostrophe of elision to mark the past tense in words such as <i>improv'd, rail'd and plac'd</i>. One exception to this is <i>balustred</i>. This is interesting because the French spelling <i>balustre</i> is retained although in English we would write <i>baluster</i>. • An apostrophe is used for elision of <i>though</i> to <i>tho'</i> which would be considered non-Standard today. Text C suggests that the short form <i>tho</i> is uncommon in Standard British English. However, it is becoming more common in electronic communication and this is not indicated in Text C, due to the limitations of the data collection process. • Some words which today end in a single consonant have this consonant doubled, e.g. <i>gracefull, sonn, firr</i>. • An 'e' occurs at the end of some words: <i>bottome, maine, foure</i>. • The spelling <i>shew</i> for <i>show</i> may reflect issues to do with pronunciation or standardisation of spelling. • <i>ye</i> is used regularly here as an older spelling of the definite article <i>the</i>. It would not have been pronounced as <i>ye</i> but was used by early printers who improvised to create the letter thorn <i>þ</i>. Graphology • The text is in a single block with no paragraphing which is typical of texts at the time.	

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
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

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	• 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 Anna (age 5 years), her sister Kate (age 8 years), and their mother and father. Anna has just finished her first day at school. Analyse ways in which Anna, Kate and their parents 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 • The parents frequently ask questions. In most cases this is to elicit information, although in some cases (such as the mother's question <i>how fast did you run</i>) the answer is already known and the question is a way of directing the speech. • The use of questions and declaratives to manage the topic, e.g. <i>whos in your class</i>, <i>anna didnt want to go into school this morning</i>. • Praise is used (<i>thats a good story</i>), which could be linked to Skinner's theories (behaviourism/reinforcement). • Increased volume is used to emphasise key words, e.g. <i>EVER</i>. • Clear stress of demonstrative pronoun, e.g. <i>thats a good story</i> and other key words, e.g. <i>what else did you do</i>. Children's language features • Both Anna and Kate use turn-taking competently and the exchanges are mostly fulfilled adjacency pairs. • There are occasional interruptions and overlaps, however, created by the girls' utterances. • Anna is able to use a range of tenses and aspects including simple past, e.g. <i>the boy found ...</i>, past continuous, e.g. <i>we were playing ...</i>, simple present, e.g. <i>i dont know</i>. There is evidence of both regular and irregular past tense verbs being correctly formed, e.g. <i>knocked</i>, <i>found</i> but this is not consistent yet, e.g. <i>he try</i>, <i>give it to</i>.	25

Question	Answer	Marks
2	• Anna uses a range of other lexical features including correct use of personal pronouns <i>ilme</i> as subject and object, and negation <i>dont</i>. A range of prepositions are used including <i>with</i>, <i>of</i> and <i>at</i>. • Anna's use of simple holophrastic speech, e.g. <i>snack</i> but also some more complex syntactical structures beyond the telegraphic, e.g. <i>he knocked the postman off the bicycle</i>. In line 2 Anna forms a compound sentence: <i>the boy found a bone and give it to the dog</i>. • Child phonological competence, e.g. substituting phoneme / ð / with / v / in <i>painting</i> / <i>wrv</i> / a <i>reindeer</i>. References to relevant theories and research should be integrated into the response and may include: • Halliday's functions of language: Representational – <i>we were playing at the apple tree</i>; Interactional – <i>how do you know</i>; Personal – <i>i forgot to tell you</i>. • Skinner (behaviourism), e.g. positive reinforcement (see above). • Chomsky (innateness/language acquisition device), e.g. production of tenses. • Piaget (cognitive development), e.g. comparing the pre-operational stage of Anna with the concrete operational stage of Kate. • Vygotsky, e.g. scaffolding leading to Anna reaching her zone of proximal development – <i>snack</i> (1) <i>got my snack box</i> (1) <i>had a drink</i> (.) <i>lorna had apple juice</i>. • Bruner (Language Acquisition Support System), e.g. seen in the utterances of both parents.	

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

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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