



# Cambridge International A Level

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ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

October/November 2022

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 2022 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.

**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 adjective <i>juvenile</i> is used to mean ‘young’ or ‘youthful’. Whilst this denotation remains today, Text B suggests that this term is most often used in contemporary English when referring to crime or negative behaviour, so it seems that the meaning is undergoing pejoration.</li> <li>• The verb <i>want</i> is used to mean ‘need’ or ‘lack’</li> <li>• <i>employment</i> seems to be used in the broad sense of being occupied rather than of being in a specific job or work.</li> <li>• Candidates may comment on the use of <i>peculiar</i> to mean ‘specific or particular’.</li> <li>• The abbreviation <i>&amp;c.</i> is used. This has become less frequent in use over time, as shown in Text C. In contrast, the form <i>etc</i> has increased in frequency. This comes from the Latin ‘et cetera’ meaning ‘and the rest’. Candidates may link this to the use of other Latinate lexis and to an increase in informality and use of abbreviations in modern texts.</li> <li>• The prefix <i>anti-</i> is used to mean ‘the opposite of’ in ‘anti-selfish’, whereas modern writers would use ‘unselfish’. Candidates may discuss the use of Latin and Greek prefixes in other words.</li> </ul>	25

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Question	Answer	Marks
1	<p><b>Grammar and syntax</b></p> <ul style="list-style-type: none"> <li>• The phrase <i>Had I a beloved daughter</i> sounds archaic, as contemporary writers would be likely to use ‘if’ to introduce a conditional clause, and to give the subject before the verb ‘...I had...’</li> <li>• There is repeated use of the passive voice: <i>softened by juvenile love, and cheered by juvenile gayety ; a double good is produced ; both ingenuity and love are excited</i>. This makes the text sound formal.</li> <li>• Many of the sentences used are complex with frequent use of semi-colons, colons and dashes to connect ideas.</li> </ul> <p><b>Orthography</b></p> <ul style="list-style-type: none"> <li>• Spelling is generally in line with that of contemporary English, with letters such as <i>f</i> having disappeared in the earlier part of the 19th century.</li> <li>• <i>Insure</i> is used here where ‘ensure’ would be used today; these two terms were used as interchangeable spelling variants until later in the 19<sup>th</sup> century when <i>insure</i> became confined to financial matters.</li> <li>• The spelling of <i>gayety</i> has changed to ‘gaiety’ in contemporary English.</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>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>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>
<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 Carter (age 3 years) and his mother. They are at home.</b></p> <p><b>Analyse ways in which Carter 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.</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 a range of types, to guide the conversation and manage the topic e.g. <i>did you have a birthday party?</i> (.) <i>what happened at your birthday party?</i></li> <li>• Repetition is used (<i>you win!</i>) and praise (<i>triceratops that’s a good idea</i>) which could be linked to Skinner’s theories (behaviourism/reinforcement).</li> <li>• Rising intonation is often used to make declaratives act as interrogatives, e.g. <i>you go to preschool?</i></li> <li>• Falling intonation is sometimes used to signal the end of the mother’s turn, e.g. <i>you want to watch a video.</i></li> <li>• Stress is used to draw attention to key parts of questions, e.g. <i>who <u>came</u> to your birthday party?</i></li> <li>• Recasting is used which could be linked to Bruner’s LASS, e.g.: <b>Carter:</b> <i>baby /taiseatops/ like dan have</i> <b>Mother:</b> <i>like dan has a triceratops</i></li> </ul>	25

Question	Answer	Marks
2	<p><b>Children’s language features</b></p> <ul style="list-style-type: none"> <li>• Carter uses turn-taking competently and the exchanges are mostly fulfilled adjacency pairs.</li> <li>• Occasionally Carter does not answer entirely directly or relevantly, e.g. <i>Mother: do you like it</i> <i>Carter: i go throw er (.) throw er (.) my/paid/[mimes throwing a toy spider]</i></li> <li>• Carter is able to use the simple present tense consistently but applies this to past situations as well, e.g. <i>i win; i get /pezənts/</i>.</li> <li>• Carter uses the determiners <i>my</i> and <i>some</i>, and the indefinite article <i>a</i>, e.g. <i>a video</i>.</li> <li>• Carter premodifies a noun in <i>baby /tarseətops/</i>.</li> <li>• Carter is able to use the phrase <i>like dan have</i> but has used the form of the verb <i>have</i> which is used for first person, second person, and for third person plural, rather than the third person singular form <i>has</i>.</li> <li>• Carter uses the singular subject and object personal pronouns <i>i</i> and <i>me</i>, and the contracted negative form <i>didnt</i>.</li> <li>• Carter uses a preposition in <i>he at a work</i> but speaks telegraphically with prepositions missing in <i>my friends come over my house</i> and <i>i /peɪ/ some er toys</i>.</li> <li>• Carter is able to use conjunctions <i>and</i>, <i>but</i> and <i>because</i>, albeit in incomplete sentences.</li> <li>• Carter is able to construct a sentence with both an indirect and a direct object: <i>i want to watch a video</i>.</li> <li>• Carter seems to use semantic overextension with regard to the meaning of <i>sky</i> which he seems to interpret as anything above him. The conjunction <i>because</i> may also be overextended here to suggest both cause and effect.</li> <li>• Carter uses mostly monosyllabic words but is starting to use some longer words, e.g. <i>because</i>.</li> <li>• Phonologically, Carter is able to make a range of sounds competently. He sometimes misses consonants when there is more than one (cluster reduction) or when they are at the end of a word (final consonant deletion), e.g. in <i>/paid/</i>. When using a multisyllabic word, he misses a syllable and the rhotic /r/: <i>/tarseətops/</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>i get /pezənts/</i>; Regulatory <i>I want to watch a video</i>; and Personal – <i>i miss him</i>.</li> <li>• Chomsky (innateness/language acquisition device), e.g. Carter’s use of <i>like dan have</i>.</li> <li>• Skinner (Behaviourism), e.g. reinforcement (see above).</li> <li>• Vygotsky, e.g. scaffolding leading to Carter reaching his zone of proximal development.</li> <li>• Bruner (Language Acquisition Support System), e.g. seen in the utterances of the mother.</li> <li>• He has probably just entered Piaget’s preoperational stage.</li> <li>• Candidates may also mention Jean Aitchison’s labelling and packaging system.</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.</b> <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b> <b>15 marks</b>	<b>AO5: Analyse and synthesise language data from a variety of sources.</b> <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> <p style="text-align: right;">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 style="text-align: right;">13–15 marks</p>	<ul style="list-style-type: none"> <li>Sophisticated selection, analysis and synthesis of language data</li> </ul> <p style="text-align: right;">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 style="text-align: right;">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 style="text-align: right;">10–12 marks</p>	<ul style="list-style-type: none"> <li>Detailed selection, analysis and synthesis of language data</li> </ul> <p style="text-align: right;">4 marks</p>

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <b>5 marks</b>	<b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b> <b>15 marks</b>	<b>AO5: Analyse and synthesise language data from a variety of sources.</b> <b>5 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> <p style="text-align: right;">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 style="text-align: right;">7–9 marks</p>	<ul style="list-style-type: none"> <li>• Clear selection, analysis and synthesis of language data</li> </ul> <p style="text-align: right;">3 marks</p>
<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>