

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the March 2016 series

9093 ENGLISH LANGUAGE

9093/32

Paper 3 (Text Analysis), maximum raw mark 50

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- 1 Examiners need to be flexible in considering holistically what the candidates write in part (a) in relation to their analysis in part (b). What may at first appear to be inappropriate choices of lexis and register in (a) may turn out to be explained in (b).

There should be evidence that linguistic concepts have been understood and are being applied in helpful ways. Knowledge and understanding of spoken/written language should be made *explicit* in the comparative commentary (b), but there is likely to be evidence of its informed application in the directed writing task (a).

(a) Directed Writing

Band 1	9–10	Discriminating sense and understanding of audience, form, purpose, conventions and effects, underpinned by a fluent, highly accurate reworking of the material in a highly appropriate style.
Band 2	7–8	Proficient grasp and appreciation of audience, form, purpose, conventions and effects, supported by an informed and engaged reworking of the material in a consistent, appropriate and generally fluent style.
Band 3	5–6	Competent understanding of audience, form, purpose, conventions and effects, supported by an adequately engaged reworking of the material in a measured style, perhaps containing a few lapses in accuracy and expression.
Band 4	3–4	Essentially sound but uneven sense and understanding of audience, form, purpose, conventions and effects, supported by some engagement in reworking the material, but marked by several lapses in accuracy and expression.
Band 5	1–2	Basic and limited sense and understanding of audience, form, purpose, conventions and effects; limited engagement with reworking the material, and marked by frequent lapses in accuracy and expression and/or an inappropriate grasp of intent and style.
Band 6	0–1	Wholly inappropriate sense of audience, form, purpose, conventions and effects; brief or confused work and/or marked by very limited accuracy and expression.

Notes on areas of likely features of style and content

NB: These must not be seen as a prescriptive or 'finite' list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

Candidates should write clearly, accurately, creatively and effectively for the prescribed purpose and audience.

Their writing should reveal:

- a sound understanding of the original material
- reflections on the event from the perspective of the expedition leader later that day
- a more objective style, suitable for a report, maybe with a focus on health and safety practices, equipment and team cohesion.

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(b) Commentary on language and style

Band 1	13–15	Discriminating, detailed and highly informed appreciation and awareness of spoken and/or written language; highly focused comparison of effects created by conventions, form and style, purpose; thoughtfully selective use of and close reference to texts.
Band 2	10–12	Proficient, consistent appreciation and awareness of spoken and/or written language; comparative analysis of texts with good degree of awareness of conventions, form and style, purpose; selective and relevant use of and reference to texts.
Band 3	8–9	Steady and mainly focused appreciation and awareness of spoken and/or written language; comparisons of and comments on texts are measured if at times not fully developed, and show understanding of conventions, form and style, purpose; some relevant use of and reference to texts.
Band 4	6–7	Some engagement and partial appreciation and awareness of spoken and/or written language; occasional but undeveloped comparisons/comments on some aspects of conventions, form and style, purpose; partial use of and reference to texts.
Band 5	3–5	Basic appreciation and awareness of spoken and/or written language; generalised and limited comparisons of conventions, form and style, purpose; listing of features without further comment; limited textual reference.
Band 6	0–2	Very limited appreciation and awareness of spoken and/or written language; tendency to focus on content or engage in unfocused, fragmented ideas; brief or confused work.

Notes on areas of likely features of style and content

NB: Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

Candidates should write with a degree of control and clarity. While it is important to strive for accuracy of terms, the effective application of relevant evaluative/analytical skills is more important than a mere surface correctness of terminology.

Stronger answers should reveal:

- an awareness of the amount of detail appropriate for the different audiences: for instance, a more explicit approach is needed in the article than in the directed writing, such as the clarification of who each person is (*my teammate from Brunei*) and the setting of the scene (*It was 2009 and I was part of an expedition...*)
- understanding of the conventions used in the original article and the effects of these features: for example, the use of direct speech (such as *“Era! Stop!”*), simile (*like an oversized millipede*) and short elliptical paragraphs (*Nothing.*)

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- understanding of the different effects of the use of chronology and tense in each piece. For instance, the article is largely presented in the past continuous and starts with an assertion (*I was going to die in Antarctica: that much was certain*) which immediately engages the reader's attention before continuing to relate what led up to this situation (*Several minutes earlier...*). On the other hand, the report is likely to be more factual and employ a different temporal structure.
- possible evidence of knowledge of concepts and terminology related to language and style. For instance, candidates may refer to a theoretical dimension, such as Labov's theory of narrative structure, to illuminate the structure of each of the pieces.

Weaker answers may show only partial understanding or vague awareness of such features. The directed writing may paraphrase the language provided in the passage and use a similar structure.

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Band 1	22–25	Discriminating and sophisticated comparative appreciation of forms and conventions of texts, including spontaneous speech; detailed and incisive understanding of effects; highly sensitive to how purpose, context and audience shape meaning; highly perceptive grasp of voice and linguistic techniques.
Band 2	18–21	Engaged and consistent response, demonstrating very informed comparative appreciation of forms and conventions of texts, including spontaneous speech; proficient awareness of effects; focused grasp of how purpose, context and audience shape meaning; detailed appreciation of voice and linguistic techniques.
Band 3	14–17	Relevant and steady comparative awareness of forms and conventions of texts, including spontaneous speech; controlled and measured awareness of effects; generally informed understanding of how purpose, context and audience shape meaning; competent appreciation of voice and linguistic techniques.
Band 4	10–13	Sound, generally relevant and mainly comparative awareness of forms and conventions of texts, including spontaneous speech; adequate awareness of effects; generally steady understanding of how purpose, context and audience shape meaning; some appreciation of voice and linguistic techniques.
Band 5	6–9	Basic awareness of forms and conventions of texts, including spontaneous speech, but lacking a fully comparative approach; basic awareness of effects; some informed understanding of how purpose, context and audience shape meaning; limited appreciation of voice and linguistic techniques.
Band 6	2–5	Rather limited and partial awareness of forms and conventions of texts, including spontaneous speech; a small degree of awareness of effects; general understanding of how purpose, context and audience shape meaning; very limited appreciation of voice and linguistic techniques.
Below Band 6	0–1	Minimal awareness of forms and conventions of texts, including spontaneous speech; little awareness of effects; sparse understanding of how purpose, context and audience shape meaning; little appreciation of voice and linguistic technique; very brief/fragmented; very unfocused.

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Notes on areas of likely features of style and content

NB: These must not be seen as a prescriptive or 'finite' list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.

Candidates are likely to comment on differences between spoken and written language, and to contrast the more informal and personal utterances in Text A with the more formal and structured nature of Text B.

Weaker answers are likely to make general assertions about language and style without linking these to supporting textual detail.

More developed answers are likely to identify specific features of spoken and written language.

In Text A, candidates may identify and comment on:

- non-fluency features of natural speech – hesitations/filled and unfilled pauses/hedges (*sort of; a bit*)/repairs/reformulations – but with an understanding that these are less frequent than in 'normal' conversation
- the frequent use of co-ordination in sentences (*and, but*) along with some subordinating conjunctions and embedded clauses (*which is how it gets its name*)
- the structure of exchanges: for example, the way that Nick asks questions of Jodie which seem to be at least in part rehearsed or planned (*and why is it significant that we've seen a hectors dolphin...*). These are followed by answers from Jodie forming adjacency pairs as she co-operates in the conversation
- the clarification of complex vocabulary such as *they're endemic* (.) *they're only found in New Zealand* and the explanations given of gill nets
- the effect of the contrast in style/register when the dolphin swims up to the boat: *its going round and round us; oh hello*
- the use of imagery to help the listener envisage what is being described: *a wall of netting; like a half moon.*

In Text B, candidates may identify and comment on features of language and style related to the form and content of an encyclopaedia entry:

- the use of the first paragraph to introduce the topic and the main issues
- more complex features of word-order and sentence structure in a written text for an educated audience
- sophisticated lexical choices
- inclusion of Latin names in parentheses
- consistent use of the third person and some passive constructions, which make this informative text seem more impersonal and objective than text A
- the use of approximate, modified statistics: *roughly 99 per cent.*