



## Cambridge International AS & A Level

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ENGLISH LANGUAGE

9093/11

Paper 1 Reading

May/June 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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **16** 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.

**AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. (Analysis)**

- Marks should be awarded equally on the basis of the level of the candidate's analysis of the text's elements (form, structure and language) and of the writer's stylistic choices (including how style relates to audience and shapes meaning).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

In response to **Question 1(a)**, candidates are required to write between 150 and 200 words. While there is no direct penalty for failing to adhere to this requirement, examiners should consider this an aspect of the response's 'relevance to purpose'. As such, adherence to the word limit is assessed as part of the second bullet point of AO2.

**Section A: Directed response**

Question	Answer	Marks
1(a)	<p><b>Read the following text, which is an extract from an academic book about the people and culture of a region in the Arctic known as the ‘High North’.</b></p> <p><b>You have been asked to write an advertisement which will be published in a brochure promoting tourism in the Arctic. Write the text for the advertisement. Use 150–200 words.</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><b>Responses might feature the following:</b></p> <ul style="list-style-type: none"> <li>• form, audience, purpose, style, conventions, language and structure will be appropriately adapted to suit the task</li> <li>• content may include key factual information about things to do or see in the region, as well as other relevant ideas</li> <li>• tone will be used to have an impact on the reader and to create an effect.</li> </ul>	<b>10</b>

Question	Answer	Marks
1(b)	<p><b>Compare your advertisement with the extract, analysing form, structure and language.</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 form, structure and language in separate sections.</p> <p><b>Responses might compare and analyse the following:</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• the typical text conventions used in the original extract and the candidate's own advertisement</li> <li>• the ways in which the different purposes affect the content and style of the two texts</li> <li>• the ways in which the extract and advertisement appeal to their respective intended audiences, e.g. through the tone and register used in each text</li> <li>• any other relevant aspects of the form of the two texts</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• the way in which the text is structured to focus on the visiting tourists and extreme weather in the first five paragraphs, before shifting focus to geopolitical and economic interests in the region in the sixth paragraph</li> <li>• the way in which the text is structured to develop the idea that the High North is a culturally and economically rich region, waiting to be truly known and understood by the rest of the world</li> <li>• the effect of the one sentence paragraphs – nine, eleven, and concluding</li> <li>• the way in which the final sentence of the text emphasises the writer's key purpose in introducing an anthology of writing about the High North, i.e., that it is a largely unknown region</li> <li>• any other relevant structural features in the texts</li> </ul>	<b>15</b>

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Question	Answer	Marks
1(b)	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• the inclusion of facts gives the text a sense of authority and expertise – <i>the Hurtigruten travels through Bodo. Eight countries border the Arctic Ocean, Arctic Ocean shipping traffic is increasing, etc.</i></li> <li>• the ways in which parenthetical structures are used in the text</li> <li>• the effect of the juxtaposition of <i>brutally hostile and intensely beautiful</i></li> <li>• the description of the weather – <i>Arctic chill, ice-cold winds, harsh conditions</i></li> <li>• the effect of the metaphor, <i>the Northern seas are the world's breadbasket</i></li> <li>• a lexical field associated with sanctuary – <i>refuge, reprieve, shelter</i> – suggests the extreme weather conditions for the inhabitants of the region and anyone who visits it</li> <li>• the effect of the simile, <i>like some kind of cruel joke by the weather gods</i></li> <li>• the effect of personification in the second paragraph – <i>threatening to tear apart their expensive handbags and coats</i></li> <li>• the use of first-person possessive pronouns – <i>my, our</i> – imply the writer's sense of ownership, belonging and protective attitude to his region</li> <li>• the use of a formal register is appropriate for an academic book</li> <li>• the lexical field concerned with politics and economics – <i>negotiation's, global hydrocarbon resources, military alliances, defense, investment strategies, East meets West, diplomatic agreements, security policies, Cold War</i></li> <li>• any other relevant language features in the texts.</li> </ul>	



**Marking criteria for Section A Question 1(a)****Table A**

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <b>5 marks</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</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 expression, with a high level of accuracy</li> <li>• Content is fully relevant to audience and purpose; ideas are developed throughout in a sophisticated manner</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>• Effective expression, with a few minor errors which do not impede communication</li> <li>• Content is relevant to audience and purpose; ideas are developed in an effective manner</li> </ul> <p style="text-align: right;">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 style="text-align: right;">3 marks</p>	<ul style="list-style-type: none"> <li>• Clear expression, with occasional errors which do not impede communication</li> <li>• Content is relevant to audience and purpose; ideas are developed clearly</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>• Expression is clear but may not flow easily, with frequent errors which generally do not impede communication</li> <li>• Content is mostly relevant to audience and purpose; ideas are developed in a limited manner</li> </ul> <p style="text-align: right;">2 marks</p>

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<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <b>5 marks</b>	<b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b> <b>5 marks</b>
<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 expression, with frequent errors which impede communication</li> <li>• Content may lack relevance to audience and purpose; minimal development of ideas</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>

**Marking criteria for Section A Question 1(b)****Table B**

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b>  <b>5 marks</b>	<b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b>  <b>10 marks</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• Sophisticated comparative understanding of texts (meaning/context/audience)</li> <li>• Insightful reference to characteristic features</li> </ul> <p>5 marks</p>	<ul style="list-style-type: none"> <li>• Sophisticated comparative analysis of elements of form, structure and language</li> <li>• Sophisticated analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <p>9–10 marks</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Detailed comparative understanding of texts (meaning/context/ audience)</li> <li>• Effective reference to characteristic features</li> </ul> <p>4 marks</p>	<ul style="list-style-type: none"> <li>• Detailed comparative analysis of elements of form, structure and language</li> <li>• Detailed analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <p>7–8 marks</p>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear comparative understanding of texts (meaning/context/ audience)</li> <li>• Clear reference to characteristic features</li> </ul> <p>3 marks</p>	<ul style="list-style-type: none"> <li>• Clear comparative analysis of elements of form, structure and/or language</li> <li>• Clear analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <p>5–6 marks</p>
<b>2</b>	<ul style="list-style-type: none"> <li>• Limited understanding of texts (meaning/context/audience), with limited comparison</li> <li>• Limited reference to characteristic features</li> </ul> <p>2 marks</p>	<ul style="list-style-type: none"> <li>• Limited analysis of form, structure and/or language, with limited comparison</li> <li>• Limited analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <p>3–4 marks</p>

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<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <b>5 marks</b>	<b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b> <b>10 marks</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Basic understanding of texts (meaning/context/audience), with minimal comparison</li> <li>• Minimal reference to characteristic features</li> </ul> <p style="text-align: right;">1 mark</p>	<ul style="list-style-type: none"> <li>• Minimal analysis of form, structure and/or language, with minimal comparison</li> <li>• Minimal analysis of how the writers' stylistic choices relate to audience and shape meaning</li> </ul> <p style="text-align: right;">1–2 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>

**Section B: Text analysis**

Question	Answer	Marks
2	<p><b>Read the following text, which is an extract from a review of a new electric car, published on a science and technology website called <i>The Verge</i>.</b></p> <p><b>Analyse the text, focusing on form, structure and language.</b></p> <p>Mark according to the levels of response marking criteria in Table C.</p> <p><b>Additional guidance:</b></p> <p>The analysis should address the style, form, genre, structure and language of the text (including specific and relevant references), explaining how they create meaning in relation to audience and purpose.</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 form, structure and language in separate sections.</p> <p><b>Responses might analyse the following:</b></p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• the typical text conventions used in the review</li> <li>• the ways in which the purpose affects the content and style of the text</li> <li>• the ways in which the review appeals to its intended audience, e.g. through the tone and register used in the text</li> <li>• any other relevant aspects of the text's form</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• the use of a title to introduce the review</li> <li>• the inclusion of a strapline</li> <li>• using a one-word sentence, which is onomatopoeic, for the opening paragraph</li> <li>• the way in which discourse markers and anaphoric references are used in the text for cohesion and to develop the review</li> <li>• shifts in focus to consider various aspects of the car / the writer's experience of driving it</li> </ul>	25

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Question	Answer	Marks
2	<ul style="list-style-type: none"> <li>• the use of ellipsis/dashes and how these affect the pace of the text</li> <li>• the effect of the final sentence of the review, and the way in which it links back to the beginning of the text</li> <li>• any other relevant structural features in the text</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• the use of an informal, conversational style – use of colloquial words/phrases e.g <i>mashed, mushy</i></li> <li>• use of the first and second person to convey the subjective experience and engage the reader, thus positioning the writer closely with the reader</li> <li>• subject specific/ jargonistic lexis – <i>electric motors, battery pack, throttle, launch control, EVs, regen, horsepower, etc.</i></li> <li>• inverted commas to create a particular tone</li> <li>• words associated with movement/sound – <i>rattling, jolt</i></li> <li>• adjectives to describe the power and speed of the car – <i>sudden and violent</i></li> <li>• the use of contractions for a less formal register, adding to the chatty, conversational style</li> <li>• an expert tone creates a sense of authority and credibility in the writing</li> <li>• the effect of the subtle humour in the final sentence</li> <li>• the connotations and effects of the words/phrases, <i>mercifully empty, ludicrous, and exhilarating delight</i></li> <li>• the effect of the metaphor, <i>I blew past 60 miles an hour</i></li> <li>• the effect of the simile <i>like being caught in a human-sized rubber band that had been stretched to its limits and released</i></li> <li>• any other relevant language features used in the text.</li> </ul>	

**Marking criteria for Section B Question 2**

<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b>  <b>5 marks</b>	<b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b>  <b>20 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>• Analysis is sophisticated, coherent and very effectively structured</li> <li>• Insightful selection of elements of form, structure and language for analysis</li> <li>• Sophisticated awareness of writer's stylistic choices, including how style relates to audience and shapes meaning</li> <li>• Uses precise and fully appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">17–20 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>• Analysis is detailed, coherent and effectively structured</li> <li>• Effective selection of elements of form, structure and language for analysis</li> <li>• Detailed awareness of writer's stylistic choices, including how style relates to audience and shapes meaning</li> <li>• Uses effective and appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">13–16 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 style="text-align: right;">3 marks</p>	<ul style="list-style-type: none"> <li>• Analysis is clear, coherent and well structured</li> <li>• Appropriate selection of elements of form, structure and language for analysis</li> <li>• Clear awareness of writer's stylistic choices, including how style relates to audience and shapes meaning</li> <li>• Uses clear and appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">9–12 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 analysis, with some structure and limited coherence</li> <li>• Some appropriate selection of elements of form, structure and/or language for analysis</li> <li>• Limited awareness of writer's stylistic choices</li> <li>• Attempts to use appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">5–8 marks</p>

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<b>Level</b>	<b>AO1: Read and demonstrate understanding of a wide variety of texts.</b> <b>5 marks</b>	<b>AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.</b> <b>20 marks</b>
<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 analysis, with minimal structure or coherence</li> <li>• Minimal selection of elements of form, structure and language for analysis</li> <li>• Minimal awareness of writer's stylistic choices</li> <li>• Minimal use of appropriate language to link evidence with explanatory comments</li> </ul> <p style="text-align: right;">1–4 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>