

Cambridge International A Level

ENGLISH LANGUAGE**9093/31**

Paper 3 Language Analysis

May/June 2025

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.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **14** printed pages.

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 descriptions 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 & 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).

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
1	Assessment Objective 1
2	Assessment Objective 2
4	Assessment Objective 4
5	Assessment Objective 5
REP	Repetition
λ	Omission
?	Requires clarity
SEEN	Seen
[Highlighter]	Inaccurate
	Not relevant

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>Read <u>Texts A, B and C</u>.</p> <p>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, B and C</u>, as well as to ideas and examples from your wider study of language change.</p> <p>Mark according to the levels of response marking criteria in Table A.</p> <p>Additional guidance:</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>Responses might feature the following:</p> <p>Lexis and semantics</p> <ul style="list-style-type: none"> The semantic shift in the use of <i>conceited</i>. In Text A it seems to have a more positive meaning than the contemporary denotation of being excessively proud or vain. Text B exemplifies this, suggesting that this word has undergone some pejoration or lexical narrowing. The adverb <i>thither</i> is used where ‘there’ or ‘to that place’ may be used in contemporary English. The use of <i>beget</i> and <i>beheld</i> as verbs, which would sound archaic or literary today. There seems to be conversion from an adjective in <i>lowermosts</i>, used here as a plural noun. The terms <i>half a score</i> and <i>sixty and seven</i> would most likely be replaced by ‘ten’ and ‘sixty seven’ in contemporary texts. The verb <i>illuminated</i> is used to suggest decoration rather than something which is lit up, which is the more common meaning of this in contemporary use. 	25

Question	Answer	Marks
1	<p>Grammar</p> <ul style="list-style-type: none"> Sentences are often complex. Sentences are frequently broken up with commas and relative clauses, e.g the first sentence in paragraph 4. Semi colons are frequently used to separate clauses, which gives the text a feeling of density. <p>Spelling</p> <ul style="list-style-type: none"> Text A was published after Samuel Johnson's dictionary in 1755, so standardised spelling is used for the most part. One exception is the use of an irregular spelling of <i>shew</i> for 'show'. Text C shows that there was a crossover in their relative popularity in 1820, just a few years before this text was published. <p>Graphology</p> <ul style="list-style-type: none"> Capital letters are standardised in the initial position, e.g. <i>Ryde</i>, with the exception of <i>Sun</i>, <i>Doctor</i>, <i>Gentleman</i> and <i>Baronet</i>. Capital letters are used for emphasis/direct address, e.g. <i>READER!</i> There is consistency, as per the fashion of the time, in removal of individuals' full names; however, there is inconsistency in how this is expressed: <i>Dr. B.</i> and <i>Mrs. L*** T***</i>. The writer uses dashes in some places where contemporary writers would use a comma, e.g. <i>a large – black – roving – laughing eye</i>. Lower case letters are used after exclamation marks at the start of paragraphs one and two, and a dash is used immediately after an exclamation mark. These do not look correct to a contemporary reader. 	

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	<ul style="list-style-type: none"> Sophisticated expression, with a high level of accuracy Content is fully relevant; ideas are developed throughout in a sophisticated manner 5 marks	<ul style="list-style-type: none"> Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches 5 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effective expression, with a few minor errors which do not impede communication Content is relevant; ideas are developed in an effective manner 4 marks	<ul style="list-style-type: none"> Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches 4 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Clear expression, with occasional errors which do not impede communication Content is relevant; ideas are developed clearly 3 marks	<ul style="list-style-type: none"> Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches 3 marks	<ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches 2 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Basic expression, with frequent errors which impede communication Content may lack relevance in parts; minimal development of ideas 1 mark	<ul style="list-style-type: none"> Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches 1 mark	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No creditable response 0 marks	<ul style="list-style-type: none"> No creditable response 0 marks	<ul style="list-style-type: none"> No creditable response 0 marks

Section B: Child language acquisition

Question	Answer	Marks
2	<p>Read the following text, which is a transcription of a conversation between Izzy (age 3 years) and her mother. They are at home.</p> <p>Analyse ways in which Izzy and her 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.</p> <p>Mark according to the levels of response marking criteria in Table B.</p> <p>Additional guidance:</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>Responses might feature the following:</p> <p>Child-directed speech</p> <ul style="list-style-type: none"> • The mother frequently separates the clauses in her declaratives with pause and micropause to facilitate understanding e.g. <i>lots of porridge</i> (1) • She uses minimal interrogatives which allows the conversation to flow freely and naturally, although she issues a mix of closed and open questions, e.g. <i>are you going to eat yours</i> ↗ and <i>what do we need to do</i> ↗ • The inclusive plural pronoun is prominent in the mother's utterances, e.g. <i>we have lots of toys</i> indicating the very close tenor which is also evident in <i>lets blow on it</i> • The mother maintains a level of politeness even when she is attempting control of behaviour e.g. <i>you do need to eat yours please</i> ↘ and <i>dont stand on that chair please</i> 	25

Question	Answer	Marks
2	<p>Children's language features</p> <ul style="list-style-type: none"> Izzy has a wide range of phonological competencies although there is residual substitution of phoneme /r/ in /powidʒ/↗ and /kæwi/. Nonetheless, she is able to produce the consonant cluster in <i>wobbly</i> with ease She receives and transmits negation, e.g. <i>Mother: dont stand on that chair please izzy (.) its too wobbly ↘</i> <i>Izzy: yes mummy too wobbly</i> and <i>can't</i> see although this becomes inaccurate when Izzy is more emphatic e.g. <i>I NOT LIKE IT</i> There is omission of some particles and deletion of final phoneme, e.g. <i>we goin see</i> Izzy understands the concept of turn-taking and frequently initiates adjacency pairs with interrogatives. There is only one instance of interruption She demonstrates varied use of intonation including raised volume, e.g. <i>TOYS</i>, stressed syllable, e.g. <u>coat</u> and upward and downward pitch at the end of utterances Izzy is able to use family terms of address and incorporate them into a list Subject verb agreement is not yet evident, e.g. <i>daddy like /powidʒ/</i> She is able to compare states, e.g. <i>too hot</i> <p>References to relevant theories and research should be integrated into the response and may include:</p> <ul style="list-style-type: none"> Izzy is transitioning between the telegraphic and post-telegraphic stages of acquisition, demonstrated for example by her ability to follow and complete her mother's long sentence with the interruption /powidʒ/ and (.) er (.) EGGS which includes use of conjunction The mother uses positive and negative reinforcement, e.g. <i>thats it</i> and <i>we're not going yet</i> (Skinner) Chomsky's notion of Language Acquisition Device may be evident in Izzy's virtuous errors which include <i>i want /kæwi/</i> Izzy uses a variety of pronouns, e.g. <i>i, we, my</i> in accordance with Bellugi's Stage 3 of acquisition – person, subject, number and possession Halliday's Regulatory and Personal functions are evident in <i>i want</i> and <i>i not like</i>, as is the Heuristic function in <i>/deɪ/ like /powidʒ/↗</i> Izzy's egotistical utterances indicate that she has achieved Piaget's preoperational stage. 	

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	<ul style="list-style-type: none"> Sophisticated understanding of text (meaning/context/audience) Insightful reference to characteristic features 5 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Sophisticated selection, analysis and synthesis of language data 5 marks
4	<ul style="list-style-type: none"> Detailed understanding of text (meaning/context/audience) Effective reference to characteristic features 4 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Detailed selection, analysis and synthesis of language data 4 marks
3	<ul style="list-style-type: none"> Clear understanding of text (meaning/context/audience) Clear reference to characteristic features 3 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Limited understanding of text (meaning/context/audience) Limited reference to characteristic features 2 marks	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Limited selection, analysis and/or synthesis of language data 2 marks
1	<ul style="list-style-type: none"> Basic understanding of text (meaning/context/audience) Minimal reference to characteristic features 1 mark	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Basic selection, analysis and/or synthesis of language data 1 mark
0	<ul style="list-style-type: none"> No creditable response 0 marks	<ul style="list-style-type: none"> No creditable response 0 marks	<ul style="list-style-type: none"> No creditable response 0 marks