
ENGLISH LANGUAGE

9093/32

Paper 3 Text Analysis

October/November 2018

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.

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This document consists of **7** printed pages.

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.

Generic marking instructions for Question 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)**.

1(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.

Question	Answer	Marks
1(a)	<p>Notes on areas of likely features of style and content</p> <p><i>Note: 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.</i></p> <p>Candidates should write clearly, accurately, creatively and effectively for the prescribed purpose and audience.</p> <p>Their writing should reveal:</p> <ul style="list-style-type: none"> sound understanding of the original material an understanding of the conventions of a persuasive email. 	10

1(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.

Question	Answer	Marks
1(b)	<p>Notes on areas of likely features of style and content</p> <p><i>Note: Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.</i></p> <p>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.</p> <p>Candidates should select and analyse specific textual detail in both the original text and the directed writing.</p> <p>From the original text this may include:</p> <p style="padding-left: 40px;">the plural first person: <i>we created... we are inspired</i></p> <p style="padding-left: 40px;">imperatives: <i>picture this...; Check out our reviews</i></p> <p style="padding-left: 40px;">rhetorical questions: <i>What makes Ergopoise so great?; What inspires us?</i></p> <p style="padding-left: 40px;">an informal conversational tone created by: elliptical sentences such as <i>Still need convincing?; No tools, no middle man, and no huge expenses</i>; the informal use of <i>pretty</i> as an adverb (<i>pretty frustrating; Pretty soon</i>) as well as <i>pricey</i> as an adjective; and vague or hyperbolic lexis including <i>heavy hitters; like crazy</i></p> <p>Weaker answers may show only partial understanding or vague awareness of such features.</p>	15

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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.

Question	Answer	Marks
2	<p>Notes on areas of likely features of style and content</p> <p><i>Note: 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.</i></p> <p>Candidates are likely to comment on differences between spoken and written language.</p> <p>In Text A, candidates may identify and comment on:</p> <ul style="list-style-type: none"> the use of incomplete sentences (<i>Just something that will fill a hole; Inspired food for hungry moments.</i>) in which the subject is omitted but can be inferred from preceding sentences. the use of adverbs and adjectives to describe the delightful nature of the food: <i>drippingly ripe fruit; slightly damp; breaks softly</i> the use of rhetorical questions (<i>Who hasn’t hacked off...?; Or even scoffed...?</i>) the choice of verbs (<i>throw; raid; wolfed; hacked</i>) to suggest exaggerated, somewhat violent movements the use of informal, conversational lexis (<i>munch; hunk; scoffed</i>) alongside more formal polysyllabic lexis such as <i>ingenuity; concocted</i> and <i>gluttonous</i>. Using the plural first person in the first part of the text (<i>Much of what we eat; the snacks that we throw together</i>) but with the singular first person used in the later sections (<i>I would; I find</i>) <p>In Text B candidates may identify and comment on features of language and style typical of a radio programme including the following:</p> <ul style="list-style-type: none"> the use of a question and answer structure the presenter, Jenni, informs the listeners of what is happening (<i>now this morning (.) weve got things started (.) its american <u>pancakes</u></i>) as well as speaking directly to Jo Jo’s use of co-ordinating conjunctions non-fluency features such as repetition and filled pauses (<i>butter erm (.) butter</i>) in Jo’s speech, as well as some vague language (<i>sort of</i>), although the speech is relatively fluent overall the use of adjectives by Jo: <i>rich; fluffy; lighter; higher; flavourless; good</i> the use of some simple verbs by Jo (<i>pop; mix; add</i>) along with more precise terms: <i>whisked; separate</i> Jo’s use of first person (<i>i used to bake; im just going to</i>) as well as second person (<i>so you dont get any shell in the bowl</i>) to make general observations and comments about what she is doing the use of stress to emphasise certain syllables and words, such as the contrast between <i><u>french</u></i> and <i><u>american</u></i> pancakes. 	25