



Cambridge International A Level

ENGLISH LANGUAGE

9093/31

Paper 3 Language Analysis

October/November 2023

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 October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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>Read <u>Texts A</u>, <u>B</u> and <u>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</u>, <u>B</u> and <u>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 noun <i>Perquifite</i> today would be more likely to be referred to as a <i>perk</i>, derived from the original. • The nouns <i>Pottage</i> and <i>Porringer</i> are used in Text A but are unusual in contemporary English. • The noun <i>Meat</i> in Old English was used to mean ‘food’ but its meaning in contemporary usage has narrowed to mean food in the form of animal flesh. It appears that in Text A this narrowing has occurred since <i>boyl’d and roast Meat</i> is referred to. • The noun <i>Portable Kettles</i> is likely today to be used to refer to small jug-shaped appliances, often electric, and used for boiling water, as exemplified in Text B, whereas in Text A this connotes a container for carrying food or liquid and so this term seems to have undergone lexical narrowing. • <i>Pot</i> is now used in idioms such as ‘melting pot’ and ‘pot of gold’. • The phrase <i>of the like weight</i> is used where ‘of a similar weight’ or ‘of the same weight’ would be used in contemporary English. | 25 |

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| Question | Answer | Marks |
|----------|--|-------|
| 1 | <p>Grammar</p> <ul style="list-style-type: none"> Sentences are long and complex. Relative clauses are frequently used including <i>by which</i> and <i>who come...</i> Commas, colons and semicolons are used to separate clauses, which gives the text a feeling of density. The passive voice is regularly used and gives a sense of formality e.g. <i>the Meffes are prepared, and ready to be ferved; ... Portions that are placed before the Cooks...; the Pottage being made ready ... the fame is carried...</i> Non standard syntax is used in starting the sentence <i>For in all other Houfes</i> where <i>For</i> seems to act as a conjunction linking to the previous sentence. The conjunctions <i>that</i> in line 4 and <i>wherefore that</i> in line 22 are used where ‘so that’ would be commonplace in contemporary English. <p>Orthography</p> <ul style="list-style-type: none"> Text A was published before Samuel Johnson’s dictionary in 1755, and some non-standardised spelling is used including <i>Boylers</i>, <i>boyl’d</i>, <i>Soupes</i>. Text C shows that there was a crossover in around 1665 after which ‘boiled’ became more frequent than ‘boyled’. The time is given as <i>a clock</i> which could represent pronunciation of ‘o’clock’ meaning ‘of the clock’. <p>Graphology</p> <ul style="list-style-type: none"> Text A shows the fashion of using the long ‘f’, used instead of ‘s’ in all medial positions and at the start of words which are not begun with capitals. Capital letters are used to start nouns. Italicisation of certain nouns in Text A, perhaps to enhance presentation. The ct ligature in <i>Refectories</i>, which today is obsolete. The presence of spaces preceeding certain punctuation, which would not be the case in contemporary written English. This is possibly due to the use of a manual printing press. | |

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 <p>5 marks</p> | <ul style="list-style-type: none"> Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches <p>5 marks</p> | <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 <p>13–15 marks</p> |
| 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 <p>4 marks</p> | <ul style="list-style-type: none"> Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches <p>4 marks</p> | <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 <p>10–12 marks</p> |
| 3 | <ul style="list-style-type: none"> Clear expression, with occasional errors which do not impede communication Content is relevant; ideas are developed clearly <p>3 marks</p> | <ul style="list-style-type: none"> Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches <p>3 marks</p> | <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 <p>7–9 marks</p> |
| 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 <p>2 marks</p> | <ul style="list-style-type: none"> Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches <p>2 marks</p> | <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 <p>4–6 marks</p> |

| 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 |
|--------------|--|--|--|
| 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 texts. Extracts 1 and 2 are transcriptions of conversations between Dylan and Isaac (both age 5 years), who are playing with their friend Jayden at school. Extract 3 is a transcription of a conversation between Isaac and his headteacher.</p> <p>Analyse ways in which the boys and the headteacher are using language in their conversations. 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 headteacher asks questions to elicit information from Isaac e.g. <i>what have you done</i>. • The headteacher uses an imperative to direct Isaac in <i>stick it on</i>. • Words which are being read by the headteacher are stressed e.g. <i>very</i> (.) <i>good</i>. • The headteacher encourages Isaac to make choices <i>you could have a headteachers one</i>↗ (.) <i>or you could have a very good monkey</i>↗. • The headteacher uses mainly monosyllabic lexis in conversation with Isaac. • The headteacher uses language to reward Isaac: <i>well done</i> (.) <i>good boy</i>↘. | 25 |

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| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>Children's language features</p> <ul style="list-style-type: none"> • The children use turn taking competently on most occasions. At times Isaac overlaps with the Headteacher's speech as he is excited. • Most of the exchanges are fulfilled adjacency pairs. The boys are able to ask and answer questions competently. • Dylan and Isaac are both able to use conditional clauses e.g. <i>if you dont let me play rough games then i will never EVER invite you to my party again.</i> • Both Dylan and Isaac have reached the post-telegraphic stage. They are able to use a range of constructions. They use the singular first person pronoun <i>me</i> in the object position and <i>i</i> in the subject position. • Isaac uses present continuous in <i>im freezing</i> but does not inflect for tense in <i>i be kind to everyone.</i> • Dylan and Isaac are both able to use negation within a sentence in <i>if you dont...</i> • Dylan and Isaac both use <i>please</i> as a politeness feature. • The children are able to use rising and falling intonation, raised and lowered volume, and emphasis to signify their feelings. • Child phonological competence, e.g. using <i>silly belly</i>, perhaps in place of <i>silly billy</i>. <p>References to relevant theories and research should be integrated into the response and may include:</p> <ul style="list-style-type: none"> • Halliday's functions of language e.g. representational – <i>im freezing cold</i>; regulatory – <i>you just stay here...</i>; personal – <i>i WANT to.</i> • Dore's functions of language e.g. 'Requesting action' is seen frequently in the boys' language. Isaac also uses 'calling' in <i>dylan dylan.</i> • Piaget (cognitive development), with the utterances of children showing some evidence of the children emerging into the concrete operational stage. • Chomsky (Language Acquisition Device), with Isaac's omission of certain grammatical elements (such as <i>talk to mrs collet how i been good</i>) suggesting that he is being systematic rather than imitating what he has heard. • Bruner (Language Acquisition Support System) seen in the utterances of the Headteacher. | |

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 |