



# Cambridge International A Level

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**ENGLISH LANGUAGE**

**9093/32**

Paper 3 Language Analysis

**October/November 2023**

**MARK SCHEME**

Maximum Mark: 50

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| <p><b>Published</b></p> |
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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.

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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><b>Read <u>Texts A</u>, <u>B</u> and <u>C</u>.</b></p> <p><b>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.</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>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><b>Responses might feature the following:</b></p> <p><b>Lexis and semantics</b></p> <ul style="list-style-type: none"> <li>• There is a semantic shift in the use of the verb <i>furnishing</i>, which is here used in the sense of ‘providing’, rather than the narrower contemporary denotation relating to furniture, fittings or other decorative accessories for a house or room. Text B exemplifies this.</li> <li>• The adverbs <i>whence</i> and <i>thereof</i> sound formal and are rarely used in contemporary English.</li> <li>• The lexis <i>buskin’d</i> is used in Text A but has become obsolete due to changes in fashion.</li> <li>• The hyphenated noun <i>market-place</i> would today be written as a single word – this reflects the trend for compound nouns to begin by being written with a space, then to be hyphenated, then written solidly without a hyphen.</li> <li>• The verb <i>contrived</i> is used here to mean ‘arranged’ but often has negative connotations linked to artificiality in contemporary usage, suggesting pejoration.</li> </ul> | 25    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1        | <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Sentences are often complex. Relative clauses are used including <i>in which</i> and <i>over which</i>. A variety of prepositions are used before <i>whice</i>: <i>in, over, on, by, from</i>.</li> <li>Commas are used to separate clauses, particularly in the first and final paragraphs, which gives the text a feeling of density.</li> <li>The first sentence <i>In the market-place...</i> is not grammatically complete, since the subject of the sentence, the Moot-Hall, has been given only in the title and so is separated from the rest of the sentence.</li> <li>The verb <i>situate</i> is used where 'situated' would be used in contemporary English.</li> <li>Text C shows a decline in the usage of <i>excepting</i> since around 1840, which is after the text was written in 1801. Conversely, there was a rise in the usage of <i>except for</i>, which contrasts with the declining use of <i>with the exception of</i>, possibly reflecting changing levels of formality.</li> </ul> <p><b>Orthography</b></p> <ul style="list-style-type: none"> <li>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 'accommodating': <i>accomodating</i>.</li> <li>Text A uses <i>tho</i> as a shortened form of 'though'. <i>Altho</i> is also used for 'although'.</li> </ul> <p><b>Graphology</b></p> <ul style="list-style-type: none"> <li>Graphology appears to be similar to what we would expect in contemporary English.</li> <li><i>Amateurs</i> is italicised for emphasis – possibly because it adds sophistication to the text, or because the writer is using it as a derogatory term.</li> </ul> |       |

**Marking criteria for Section A Question 1****Table A**

| <b>Level</b> | <b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.<br/>5 marks</b>                                                                                                                                 | <b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.<br/>5 marks</b>                                                                                 | <b>AO5: Analyse and synthesise language data from a variety of sources.<br/>15 marks</b>                                                                                                                                                                                                                     |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>     | <ul style="list-style-type: none"> <li>Sophisticated expression, with a high level of accuracy</li> <li>Content is fully relevant; ideas are developed throughout in a sophisticated manner</li> </ul> <p>5 marks</p>                                       | <ul style="list-style-type: none"> <li>Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches</li> </ul> <p>5 marks</p>         | <ul style="list-style-type: none"> <li>Insightful and fully appropriate selection of language data from all three sources</li> <li>Sophisticated and insightful analysis of language data</li> <li>Sophisticated synthesis of evidence from all three sources of language data</li> </ul> <p>13–15 marks</p> |
| <b>4</b>     | <ul style="list-style-type: none"> <li>Effective expression, with a few minor errors which do not impede communication</li> <li>Content is relevant; ideas are developed in an effective manner</li> </ul> <p>4 marks</p>                                   | <ul style="list-style-type: none"> <li>Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches</li> </ul> <p>4 marks</p>               | <ul style="list-style-type: none"> <li>Effective and appropriate selection of language data from all three sources</li> <li>Detailed and effective analysis of language data</li> <li>Effective synthesis of evidence from all three sources of language data</li> </ul> <p>10–12 marks</p>                  |
| <b>3</b>     | <ul style="list-style-type: none"> <li>Clear expression, with occasional errors which do not impede communication</li> <li>Content is relevant; ideas are developed clearly</li> </ul> <p>3 marks</p>                                                       | <ul style="list-style-type: none"> <li>Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches</li> </ul> <p>3 marks</p>                | <ul style="list-style-type: none"> <li>Clear and appropriate selection of language data from at least two sources</li> <li>Clear analysis of language data</li> <li>Clear synthesis of evidence from at least two sources of language data</li> </ul> <p>7–9 marks</p>                                       |
| <b>2</b>     | <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; ideas are developed in a limited manner</li> </ul> <p>2 marks</p> | <ul style="list-style-type: none"> <li>Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches</li> </ul> <p>2 marks</p> | <ul style="list-style-type: none"> <li>Limited and generally appropriate selection of language data; may be uneven coverage</li> <li>Limited analysis of language data</li> <li>Some attempt to synthesise evidence from sources of language data</li> </ul> <p>4–6 marks</p>                                |

| <b>Level</b> | <b>AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.</b><br><b>5 marks</b>                                                                                | <b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b><br><b>5 marks</b>                                                            | <b>AO5: Analyse and synthesise language data from a variety of sources.</b><br><b>15 marks</b>                                                                                                                                               |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>     | <ul style="list-style-type: none"> <li>• Basic expression, with frequent errors which impede communication</li> <li>• Content may lack relevance in parts; minimal development of ideas</li> </ul> <b>1 mark</b> | <ul style="list-style-type: none"> <li>• Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches</li> </ul> <b>1 mark</b> | <ul style="list-style-type: none"> <li>• Basic and minimal selection of language data</li> <li>• Basic analysis of language data</li> <li>• Minimal attempt to synthesise evidence from sources of language data</li> </ul> <b>1–3 marks</b> |
| <b>0</b>     | <ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <b>0 marks</b>                                                                                                                        | <ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <b>0 marks</b>                                                                                  | <ul style="list-style-type: none"> <li>• No creditable response</li> </ul> <b>0 marks</b>                                                                                                                                                    |

## Section B: Child language acquisition

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>Read the following text, which is a transcription of a conversation between Tyree (age 4 years) and his mother. They are at home.</b></p> <p><b>Analyse ways in which Tyree and his 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.</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 child-directed speech and children's language features in separate sections.</p> <p><b>Responses might feature the following:</b></p> <p><b>Child-directed speech</b></p> <ul style="list-style-type: none"> <li>• The mother uses a variety of question forms as a way of directing the speech, with varying intonation e.g. <i>do you love mommy</i>↗.</li> <li>• The mother also uses extension questions to elicit more from Tyree, e.g. <i>what else, who else</i></li> <li>• Imperatives are sometimes used to direct Tyree e.g. <i>come over here</i>↘.</li> <li>• Verbs are sometimes stressed e.g. <i>what do you like to <u>do</u></i>↗.</li> <li>• The mother gives Tyree a choice <i>you want to <u>drive</u> a tractor or you want to <u>be</u> a tractor</i>↘.</li> </ul> | 25    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>Children's language features</b></p> <ul style="list-style-type: none"> <li>• Tyree uses turn taking competently, with exchanges initiated by the mother. Most of these are fulfilled adjacency pairs e.g. <b>Mother:</b> <i>you like to play cars</i>↗<br/><b>Tyree:</b> <i>yeah</i></li> <li>• Tyree uses some telegraphic speech but can be seen to have reached the post-telegraphic stage when he uses longer constructions such as <i>mummy you ask me a question</i>.</li> <li>• He is able to use the singular first person pronoun <i>me</i> in the object position here but also uses 'i' in the subject position in <i>i just heard a noise</i>. Also second person object pronouns in <i>you ask me</i> and <i>you give me a high five</i>.</li> <li>• Tyree is able to use negation within a sentence in <i>tractors dont <u>have</u> work</i>↘.</li> <li>• Tyree is able to use rising and falling intonation, raised and lowered volume, and emphasis to signify his feelings.</li> <li>• Child phonological competence, e.g. using substitution in /tweɪn/ for 'train' and /dʒɪmnæstəs/ for 'gymnastics'.</li> <li>• Tyree is able to express conditional meaning colloquially in <i>you give me a high five and i'll tell you</i>.</li> </ul> <p><b>References to relevant theories and research should be integrated into the response and may include:</b></p> <ul style="list-style-type: none"> <li>• Halliday's functions of language eg. representational – <i>i just heard a noise</i>; regulatory – <i>you give me a high five and i'll tell you</i>; personal – <i>i like daddy</i>; imaginative – <i><u>be</u> a tractor</i>.</li> <li>• Piaget (cognitive development), with Tyree being in the pre-operational stage.</li> <li>• Chomsky (language acquisition device), with Tyree's omission of certain grammatical elements (such as <i>tractor dont have work</i>) suggesting that he is being systematic rather than imitating what he has heard.</li> <li>• Bruner (Language Acquisition Support System) seen in the scaffolding utterances of the parent.</li> <li>• Recasting is used to correct or extend Tyree's speech e.g. <i>you like to play cars</i>, which could be linked to Skinner's theory of behaviourism.</li> </ul> |       |

**Marking criteria for Section B Question 2****Table B**

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><b>5 marks</b>                                                                                             | <b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b><br><b>15 marks</b>                                                                                                                                                                                                                               | <b>AO5: Analyse and synthesise language data from a variety of sources.</b><br><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>5 marks</p> | <ul style="list-style-type: none"> <li>Sophisticated understanding of linguistic issues, concepts, methods and approaches</li> <li>Insightful reference to wider study of linguistic issues and concepts</li> <li>Insightful reference to linguistic methods and approaches taken by fully appropriate theorists</li> </ul> <p>13–15 marks</p> | <ul style="list-style-type: none"> <li>Sophisticated selection, analysis and synthesis of language data</li> </ul> <p>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>4 marks</p>       | <ul style="list-style-type: none"> <li>Detailed understanding of linguistic issues, concepts, methods and approaches</li> <li>Effective reference to wider study of linguistic issues and concepts</li> <li>Effective reference to linguistic methods and approaches taken by appropriate theorists</li> </ul> <p>10–12 marks</p>              | <ul style="list-style-type: none"> <li>Detailed selection, analysis and synthesis of language data</li> </ul> <p>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>3 marks</p>              | <ul style="list-style-type: none"> <li>Clear understanding of linguistic issues, concepts, methods and approaches</li> <li>Clear reference to wider study of linguistic issues and concepts</li> <li>Clear reference to linguistic methods and approaches taken by appropriate theorists</li> </ul> <p>7–9 marks</p>                           | <ul style="list-style-type: none"> <li>Clear selection, analysis and synthesis of language data</li> </ul> <p>3 marks</p>         |

| <b>Level</b> | <b>AO1: Read and demonstrate understanding of a wide variety of texts.</b><br><b>5 marks</b>                                                                                    | <b>AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches.</b><br><b>15 marks</b>                                                                                                                                                                                                                                        | <b>AO5: Analyse and synthesise language data from a variety of sources.</b><br><b>5 marks</b>                                  |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <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>2 marks</p> | <ul style="list-style-type: none"> <li>Limited understanding of linguistic issues, concepts, methods and/or approaches</li> <li>Some limited reference to wider study of linguistic issues and/or concepts</li> <li>Some limited reference to linguistic methods and/or approaches taken by generally appropriate theorists</li> </ul> <p>4–6 marks</p> | <ul style="list-style-type: none"> <li>Limited selection, analysis and/or synthesis of language data</li> </ul> <p>2 marks</p> |
| <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>1 mark</p>    | <ul style="list-style-type: none"> <li>Basic understanding of linguistic issues, concepts, methods and/or approaches</li> <li>Minimal reference to wider study of linguistic issues and/or concepts</li> <li>Minimal reference to linguistic methods and/or approaches taken by theorists</li> </ul> <p>1–3 marks</p>                                   | <ul style="list-style-type: none"> <li>Basic selection, analysis and/or synthesis of language data</li> </ul> <p>1 mark</p>    |
| <b>0</b>     | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p>0 marks</p>                                                                                         | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p>0 marks</p>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>No creditable response</li> </ul> <p>0 marks</p>                                        |