Cambridge International A Level

ENGLISH LANGUAGE	**9093/31**
Paper 3 Language Analysis	**May/June 2021**

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **12** 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.

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	**Read <u>Texts A</u>, <u>B</u> and <u>C</u>.** **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.** Mark according to the levels of response marking criteria in Table A. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. 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. **Responses might feature the following:** **Lexis** • Observation as to lexical change may include the range of lexis used related to fashion and clothing, including *t-shirt*, *suit and tie*, *jeans*, and *legwear*. Candidates may discuss possible origins of such lexis. For instance *jean* comes from Genoa, the Italian city from where the type of cloth used for this garment originates. *T-shirt* relates to the shape of the garment; other extant variants of the word (e.g. 'tee shirt') suggest that this lexeme is in flux. *Legwear* would seem to be a relatively new formation, emerging from the previously hyphenated 'leg-wear', and follows a pattern analogous to other compounds which are not used in the passage such as 'footwear' 'sportswear' and 'outerwear'. • The plural noun *logos* meaning company symbols or designs is a modification of the Greek 'logos' meaning 'word' which candidates may be familiar with through terms such as 'monologue' and 'prologue'. • The adjective *baggy* would seem to be derived from the noun 'bag' meaning ' to be bag-like or loose'. *Flashy* and *trendy* would appear to have been formed in a similar way.	25

Question	Answer	Marks
1	• The lexis *boy* has undergone some broadening, representing a semantic shift from the days when this noun could be used to refer to a male servant. The adjective *awesome*, literally meaning 'to cause awe, fear or admiration' has arguably weakened and is now used informally in other ways, as exemplified by Text B. • A number of nonstandard informal lexical items are used including the hyphenated compound *go-to* and the lexicalisation of 'PERIOD'. This makes the text seem more like spoken American English, which demonstrates the recent merging of written and spoken English. • Shortening is also seen in the abbreviation '*FYI*' (short for 'For your information'). The increase in usage of *FYI* from the mid 1970s, and the steeper rise in its usage from around the mid 1990s which candidates may note from Text C, would accord with the increase in computer usage. • The modern phrasal verb *suiting up* is used and is analogous to more traditional forms such as 'dress up'. • The language of the preamble contrasts with the rest of the blog entry, being comparatively lexically dense and formal, denoting the contrasting purpose demanded by the legal constraints of internet culture. **Grammar** • Direct address is used in the tag question *Annoying, isn't it?* reflecting the ways in which contemporary blog culture fosters a community environment, as opposed to the more didactic instructional texts of the past. • There is wide use of imperative sentences which accord with the purpose of this text, but also a number of declarative statements which imply a shared set of values among readers of the blog. • Many short sentences are used along with minor sentences such as *Unless you actually are a teenager*. • Coordinating conjunctions are used to form nonstandard sentences such as *And nothing is wrong with that* as well as a subordinating conjunction in *So what you're really looking for*... These constructions make the text seem more informal and more like spoken language than traditional instructional texts. **Orthography** • Spelling is standard, as would be expected in a contemporary text. **Graphology** • Capitals are used for the lexicalised *PERIOD* which seems to be used in a colloquial way to give impact. • Capitals are used in the line *Rock Jeans That Actually Make You Look Good* which is nonstandard and perhaps reminiscent of older texts where capitalisation of important nouns was common. • Paragraphs are short and tabloidesque in nature.	

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	• Sophisticated expression, with a high level of accuracy • Content is fully relevant; ideas are developed throughout in a sophisticated manner 5 marks	• Sophisticated understanding of, and insightful reference to, linguistic issues, concepts, methods and approaches 5 marks	• 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	• Effective expression, with a few minor errors which do not impede communication • Content is relevant; ideas are developed in an effective manner 4 marks	• Detailed understanding of, and effective reference to, linguistic issues, concepts, methods and approaches 4 marks	• 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	• Clear expression, with occasional errors which do not impede communication • Content is relevant; ideas are developed clearly 3 marks	• Clear understanding of, and appropriate reference to, linguistic issues, concepts, methods and approaches 3 marks	• 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	• 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
		• Limited understanding of, but generally appropriate reference to, linguistic issues, concepts, methods and/or approaches
		               2 marks
			• 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	• Basic expression, with frequent errors which impede communication
	• Content may lack relevance in parts; minimal development of ideas
	               1 mark
		• Basic understanding of, and minimal reference to, linguistic issues, concepts, methods and/or approaches
		               1 mark
			• 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	• No creditable response
	               0 marks
		• No creditable response
		               0 marks
			• No creditable response
			               0 marks

Section B: Child language acquisition

Question	Answer	Marks
2	**Read the following text, which is a transcription of a conversation at home between Carmini (age 4 years), her brother Rui (age 7 years) and their father. Carmini is drawing.** **Analyse ways in which Carmini, Rui and their father 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.** Mark according to the levels of response marking criteria in Table B. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. 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. **Responses might feature the following:** **Child-directed speech** • The father frequently asks questions as a way of directing the speech and encouraging Carmini to expand on what she says, e.g. *whys it a big elephant*↗. • Positive reinforcement is used *(yes)*, which could be linked to Skinner's theories (behaviourism). • Rising intonation is added to declaratives to form questions, e.g. *you can't remember*↗. • Contrastive determiners are stressed, e.g. *that one or that one*↘. • The father uses a politeness feature: *please*. **Children's language features** • Both children use turn-taking competently. • The exchanges are mostly fulfilled adjacency pairs although in places Carmini does not answer questions, as in line 4 where she changes the topic. • Carmini is able to use the simple present tense consistently and also uses the past tense in *why did you do that*.	25

Question	Answer	Marks
2	• Carmini uses a range of other lexical features including correct use of the singular personal pronouns *i*, and negation with *no* and with a contraction in *dont.* A double negative construction is used in *don't do that never again.* She uses the determiners *my* and *this,* the pronoun *it,* and adjectives *very* and *big.* She sometimes uses telegraphic speech as in *naughty rui* but she can use a range of structures including a complex sentence: *i show you my paper cause i bought it for me.* She can also form questions correctly as in *is it this one* and *why did you do that on mine*. • Use of stress and increased volume for emphasis, e.g. *only for ME; my paper*. • Carmini seems to recognise that 'daughter' is not the word she is looking for in *buy something for my daught (.) my my daughter* which she then replaces with *my carmini*. • Child phonological competence, e.g. using /dəʊz/ for 'those'. **References to relevant theories and research should be integrated into the response and may include:** • Halliday's functions of language. Eg. Representational – *elephant*; Imaginative – *its a big big policeman;* Interactional – *naughty rui;* Regulatory – *dont do that*. • Skinner (Behaviourism), e.g. positive reinforcement (see above). • Bruner (Language Acquisition Support System), e.g. seen in the utterances of the father.	

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	• Sophisticated understanding of text (meaning/context/audience) • Insightful reference to characteristic features 5 marks	• 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	• Sophisticated selection, analysis and synthesis of language data 5 marks
4	• Detailed understanding of text (meaning/context/audience) • Effective reference to characteristic features 4 marks	• 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	• Detailed selection, analysis and synthesis of language data 4 marks
3	• Clear understanding of text (meaning/context/audience) • Clear reference to characteristic features 3 marks	• 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	• 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	• Limited understanding of text (meaning/context/audience) • Limited reference to characteristic features 2 marks	• 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	• Limited selection, analysis and/or synthesis of language data 2 marks
1	• Basic understanding of text (meaning/context/audience) • Minimal reference to characteristic features 1 mark	• 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	• Basic selection, analysis and/or synthesis of language data 1 mark
0	• No creditable response 0 marks	• No creditable response 0 marks	• No creditable response 0 marks