

Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/01**

Paper 1 Text Analysis

For examination from 2029

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages.

General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

English & Media-Specific 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 descriptions:**

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions 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:**AO2 Write effectively, 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.

AO3 Analyse texts and language data from a variety of sources, applying appropriate terminology and methods of analysis. (Analysis)

- Marks should be awarded equally on the basis of the level of the candidate's analysis of the text's elements (form, structure and language) and of the writer's stylistic choices (including how style relates to audience and shapes meaning).
- When awarding a 'best-fit' mark within a Level for each AO, consider each bullet point equally.

For Question **1(a)**, candidates are given guidance as to how many words to write. There is no direct penalty associated with recommended word counts.

Table A: use to mark Question 1(a)

Level	AO2: write effectively, accurately and appropriately, for a range of audiences and purposes.	AO2 marks
5	- Sophisticated and highly controlled expression, using a wide range of language; errors are rare and minor. - Sophisticated and highly controlled organisation; structure enhances impact. - Sophisticated development of ideas throughout; content is fully relevant to audience and purpose.	9–10
4	- Effective and controlled expression, using a range of language, with only a few minor errors. - Effective and controlled organisation; text is paragraphed logically and supports coherence. - Effective development of ideas; content is relevant to audience and purpose.	7–8
3	- Clear expression, using a range of language, although there may be some repetition; errors are occasional and do not impede communication. - Clear organisation; text is appropriately paragraphed. - Clear development of ideas; content is relevant to audience and purpose.	5–6
2	- Expression shows limited control, with some attempt to use a range of language; errors are frequent and may impede communication. - Limited attempt to organise text; paragraphing may be inconsistent. - Limited development of ideas; content is mostly relevant to audience and purpose.	3–4
1	- Basic expression, with a narrow range of language; frequent errors impede communication. - Minimal attempt to organise text; paragraphing is largely absent. - Minimal development of ideas; content may, in parts, lack relevance to audience and purpose.	1–2
0	No creditable response.	0

Table B: use to mark Question 1(b)

Level	AO3: analyse texts and language data from a variety of sources, applying appropriate terminology and methods of analysis.	AO3 marks
5	- Sophisticated analysis of form, structure and language. - Sophisticated analysis of how the writer's stylistic choices relate to audience and shape meaning.	13–15
4	- Detailed analysis of form, structure and language. - Detailed analysis of how the writer's stylistic choices relate to audience and shape meaning.	10–12
3	- Clear analysis of form, structure and language. - Clear analysis of how the writer's stylistic choices relate to audience and shape meaning.	7–9
2	- Limited analysis of form, structure and/or language. - Limited awareness of how the writer's stylistic choices relate to audience and shape meaning.	4–6
1	- Largely descriptive response, with minimal reference to form, structure and/or language. - Basic awareness of how the writer's stylistic choices relate to audience and shape meaning.	1–3
0	No creditable response.	0

Table C: use to mark Question 2

Level	AO3: analyse texts and language data from a variety of sources, applying appropriate terminology and methods of analysis.	AO3 marks
5	- Sophisticated comparative analysis of form, structure and language, with comparison that is wide-ranging and integrated. - Sophisticated analysis of how the writers' stylistic choices relate to audience and shape meaning.	21–25
4	- Detailed comparative analysis of form, structure and language, though comparison may not always be fully balanced. - Detailed analysis of how the writers' stylistic choices relate to audience and shape meaning.	16–20
3	- Clear comparative analysis of form, structure and/or language, though comparison may be uneven. - Clear analysis of how the writers' stylistic choices relate to audience and shape meaning.	11–15
2	- Limited analysis of form, structure and/or language, with some attempt at comparison. - Limited awareness of how the writers' stylistic choices relate to audience and shape meaning; explanation may be inconsistent or partial.	6–10
1	- Largely descriptive response, with minimal reference to form, structure and/or language; comparison is minimal. - Basic awareness of how the writers' stylistic choices relate to audience and shape meaning.	1–5
0	No creditable response.	0

Section A: Writing and analysis

Question	Answer	Marks
1(a)	You recently read an online newspaper article which said that the world would be a better place if young people did not spend so much money on having the latest phone. You decide to write an email to the editor, in response to this article, giving your opinion. Write the text for your email. In your writing, give reasons to support your opinion. Write about <u>300</u> words. 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. Any other appropriate features should be credited. Responses might include the following features: • the sense of an email – address, subject, salutation, valediction – as appropriate to form • a general structure, e.g. introduction, reason for writing, reference back to the original article, expression of the writer's own opinion and some sense of conclusion of the email • the use of appropriate paragraphing • content should include reasons to support the writer's opinion • language and register should be appropriate to the audience of the email. Candidates are not required to design or format their writing piece, e.g. by using columns or visuals of any kind.	10

Question	Answer	Marks
1(b)	Analyse how the use of form, structure and language in your email relates to audience and shapes meaning. 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. Responses might analyse the following: Form - the use of conventions of an email – from address to valediction – and the functions of these - the use of quotations and other clear evidence from their email to support their points Structure - the use of paragraphs, sentence structures and overall organisation of content, and how these relate to the specified audience and help to convey meaning Language - reference to specific lexical choices – including word classes – they have made and the effects they wished to achieve by including them - reference to phonological devices used in their text to relate to their specified audience and help to convey meaning, such as alliteration, assonance - reference to the narrative perspective, voice (active/passive), tense and register (formality/informality) of their text - reference to modality, giving examples of modal verbs used and how they help to convey their meaning, such as ‘can’, ‘must’, ‘may’ and ‘should’, which indicate the writer’s judgement - the use of rhetorical devices, including questions, to achieve effects and create meaning - the use of pragmatics to indicate interactional context between writer and audience.	15

Section B: Comparative analysis

Question	Answer	Marks
2	<u>Text A</u> and <u>Text B</u> are both about a train journey across Canada. <u>Text A</u> is an extract from an advertisement for the train journey, taken from a travel website. <u>Text B</u> is an extract from a travel book, about a passenger's experience of the same train journey. Analyse and compare how the writers' choices of form, structure and language relate to audience and shape meaning. Mark according to the levels of response marking criteria in Table C. Additional guidance: The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. Responses might analyse and compare the following: Form - Text A is an advertisement, the purpose of which is to persuade the audience, while the purpose of Text B is to entertain and is more reflective, recalling personal experience, both texts describe and narrate to the audience Structure - the structure of Text A leads the audience from the general to the specific, whereas that of Text B takes the audience chronologically through their experience; Text A includes a general introduction to the locations, specific details of the cabin types/classes - longer sentences in Text B slows the pace and adds a lyrical element to the description, whereas shorter sentences in the <i>Life on board</i> section of Text A provide brief pieces of information - Text A also involves listing/enumeration and bold font to indicate the choice of travel accommodation available	25

Question	Answer	Marks
2	Language - Text A uses direct address of the audience (<i>you</i>) and the collective first-person plural (<i>we</i>); Text B is in first person (singular and plural) narrative - Text A is in present and future tenses as it persuades the audience to book – <i>as you travel, you'll have access to ...</i> - Text B uses past tense to recall what happened to the narrator and their companion – <i>opening drawers, checking taps ...</i> - Text A includes specific place names – <i>Toronto, Vancouver, Rocky Mountains</i> – and facts – <i>4466 km, 4-day, 3-night</i> – to impress and persuade, whereas Text B refers to ordinary people encountered on the journey – <i>new faces passing our door</i> - both texts use phonological devices to involve the audience: Text A uses alliteration – <i>convenient and cost-effective</i> – and combines it with a triad – <i>soak up the sounds, scents and sights</i> – to persuade; Text B uses onomatopoeia vividly – <i>babble drowning out the thump of the train</i> – to immerse the audience in the narrator's experience - in Text A there are positive adjectives and superlatives to appeal to the audience – <i>one of the most, the best way, spacious, beautiful, comfortable, stunning, great, towering, incredible, ever-changing, epic</i> – and imperative forms to urge the audience – <i>meet, watch, soak up</i> - in Text B, the writer uses elements of imaginative writing, such as description, to engage the audience from the outset – <i>pink-striped sky</i>; simile – <i>snaking like a line of</i>; metaphor – <i>this metallic bruiser</i> - while Text A seems always positive and upbeat, Text B highlights the outsider elements of the experience by creating a sense of awkwardness and discomfort – <i>new kids arriving late, people are staring at us, being talked about, youngest people here.</i>	