

Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/03**

Paper 3 Language Analysis

For examination from 2029

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages. Any blank pages are indicated.

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:**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 selection, analysis and synthesis of language data.
- 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.

Table A: use to mark Question 1

Level	AO3: analyse texts and language data from a variety of sources, applying appropriate terminology and methods of analysis.	Marks	AO4: demonstrate understanding of linguistic issues, concepts, methods and approaches.	Marks
5	- 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	- Sophisticated understanding of linguistic issues, concepts, methods and approaches. - Insightful and fully appropriate reference to wider study of linguistic issues, concepts, methods and approaches.	9–10
4	- 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	- Detailed understanding of linguistic issues, concepts, methods and approaches. - Effective and appropriate reference to wider study of linguistic issues, concepts, methods and approaches.	7–8
3	- 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	- Clear understanding of linguistic issues, concepts, methods and approaches. - Clear and appropriate reference to wider study of linguistic issues, concepts, methods and approaches.	5–6
2	- Limited and generally appropriate selection of language data. - Limited analysis of language data. - Limited attempt to synthesise evidence from sources of language data.	4–6	- Limited understanding of linguistic issues, concepts, methods and approaches. - Limited and generally appropriate reference to wider study of linguistic issues, concepts, methods and approaches.	3–4
1	- Basic or minimal selection of language data. - Basic or minimal attempt to analyse and/or synthesise evidence from sources of language data.	1–3	- Basic understanding of linguistic issues, concepts, methods and approaches. - Minimal reference to wider study of linguistic issues, concepts, methods and approaches.	1–2
0	No creditable response.	0	No creditable response.	0

Table B: use to mark Question 2

Level	AO3: analyse texts and language data from a variety of sources, applying appropriate terminology and methods of analysis.	Marks	AO4: demonstrate understanding of linguistic issues, concepts, methods and approaches.	Marks
5	- Insightful and fully appropriate selection of language data from the text. - Sophisticated and insightful analysis and synthesis of language data.	13–15	- Sophisticated understanding of linguistic concepts, methods and approaches. - Insightful and fully appropriate reference to wider study of linguistic concepts, methods and approaches.	9–10
4	- Effective and appropriate selection of language data from the text. - Detailed and effective analysis and synthesis of language data.	10–12	- Detailed understanding of linguistic concepts, methods and approaches. - Effective and appropriate reference to wider study of linguistic concepts, methods and approaches.	7–8
3	- Clear and appropriate selection of language data from the text. - Clear analysis and synthesis of language data.	7–9	- Clear understanding of linguistic concepts, methods and approaches. - Clear and appropriate reference to wider study of linguistic concepts, methods and approaches.	5–6
2	- Limited and generally appropriate selection of language data from the text. - Limited analysis and synthesis of language data.	4–6	- Limited understanding of linguistic concepts, methods and approaches. - Limited and generally appropriate reference to wider study of linguistic concepts, methods and approaches.	3–4
1	- Basic or minimal selection of language data from the text. - Basic or minimal analysis and/or synthesis of language data.	1–3	- Basic understanding of linguistic concepts, methods and approaches. - Minimal reference to wider study of linguistic concepts, methods and approaches.	1–2
0	No creditable response.	0	No creditable response.	0

Section A: Language change

Question	Answer	Marks
1	Read <u>Texts A</u>, <u>B</u> and <u>C</u>. Analyse how <u>Texts A</u>, <u>B</u> and <u>C</u> exemplify the various ways in which the English language has changed over time. Support your analysis with reference to specific details from all three texts, 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 specific linguistic frameworks which may include lexis, semantics, pragmatics, grammar, syntax, orthography or graphology in separate sections. Responses might feature the following: Lexis, semantics and pragmatics - Text A uses a mostly formal register with many examples of low frequency lexis, e.g. <i>aggregated</i> and <i>accretions</i>. Contemporary student textbooks might aim to use a relaxed tone and high frequency terms to engage learners. - The level of formality may reflect the distant tenor between instructor and pupil which was expected in 1876. - In Text B, <i>merchant</i> is shown to be personalised by the attributes <i>good</i> and <i>wise</i>, which is different from the contemporary whole workforce collocates such as <i>navy</i>. Text B may also illustrate broadening in the use of <i>merchant</i>: in the early English column there is focus on profession and virtues thereof where <i>wise</i> and <i>good</i> are collocated; in the contemporary English column there is dual focus on finance with <i>fee</i>, <i>bank</i> and <i>services</i> as well as the rather different collocations of <i>ships</i> and <i>navy</i>. - In Text A, <i>merchant</i> refers to the person making entries into a ledger, whereas it may commonly refer to someone who sells something, this is different from the second column in Text B, where it is collocated with <i>ships</i> and <i>navy</i>. - Text C demonstrates a rapid decline in use of <i>perchance</i> at around 1660 whereas use of <i>possibly</i> increases and remains reasonably steady. This pattern may reflect Chen's S-curve model which demonstrates how use of words can accelerate then decelerate in use after initial adoption, the graph demonstrating pragmatic trajectory over time. - The rise in use of <i>possibly</i> illustrated in Text C could reflect Aitchison's PIDC model, the main diffusion starting around 1650. - Etymology of <i>perchance</i> is from Old French ('par chance'), an example of borrowing.	25

Question	Answer	Marks
1	Grammar and syntax • Changes in use of punctuation are evident in Text A: full stops are used in many instances where in contemporary English open punctuation is favoured. Examples include the author's degree (<i>D.D.</i>) and the name of the publisher where the ampersand is also used. • The embedding of the discourse marker <i>however</i> is an example of Lowth's prescriptive grammar usage, where it was frowned upon to use 'however' at the start of the sentence. • Hyphenated terms are presented, e.g. <i>common-place</i>. Conversely, other items have already become compounded, e.g. <i>manhood</i> and <i>overestimate</i>. This is an indication of incomplete standardisation. • Sentences in Text A are long and complex with clauses separated by commas and are overwhelmingly in the declarative mood. This is indicative of prescriptivism. • There is some inversion of syntax which adds to the level of formality, e.g. <i>What they have been to him ...</i> Orthography • Spelling used in Text A can be considered to be standard English spelling, as in <i>labor</i>. However, <i>Cyclopedia</i> is also used in the text where encyclopedia would be used in contemporary English, possibly serving as further evidence of ongoing standardisation. • In Text B, <i>Goldsmithes</i> in the early English column might provide evidence for the emergence of the Great Vowel Shift as advised by Jespersen, where the grapheme 'e' could indicate variation in regional pronunciation at the time. Graphology • The title page to Text A incorporates the Latin text <i>NULLA DIES SINE LINEA</i>. This exemplifies the use of Latin words and phrases in scholarly texts which were published at the time. • A wide range of font styles and sizes, italicisation and bold type are used on the title page to Text A, indicating advances in printing technology. • Text A includes two motivational quotes in reduced font size. Candidates may see these as precursors to the use of memes in contemporary popular culture, citing Goodman's notion of informalisation. • The preface page to Text A begins with a dropped capital I – perhaps a reflection of the much earlier illuminated manuscript.	

Section B: Child language acquisition

Question	Answer	Marks
2	Read the following text, which is a transcription of a conversation between Kofi (aged 5), Osei (aged 8) and their mother. They are at home, playing a board game. Analyse ways in which Kofi, Osei and their 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. 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 mother acts as mediator between the two children to progress the activity, making use of inclusive language in the repeated use of the soft imperative <i>lets</i>. • As discourse manager, the mother interrupts Osei – <i>okay enough</i> – to remind the children of the pragmatics of politeness. • She does not correct or recast Kofi's grammar and pronunciation, instead informing Osei <i>it doesnt matter how he says it osei (2) we all know what he means</i>, which is contrary to the popular conception of child-directed speech. • According to Skinner's Behaviourism, the mother uses some positive and negative reinforcement, although it is Osei rather than the mother who assumes the role of control when correcting Kofi's utterances with negative reinforcement, e.g. <i>he sounds like a baby (1) baby baby kofi</i>. • When asking questions or directing the topic, the mother uses multiple pauses to ensure her message is received, e.g. <i>its still my go (1) osei (.) for giving kofi the answer ...</i> • The mother models correct forms in her mainly simple utterances, e.g. <i>is your knee hurting now kofi\</i>. • In her role as More Knowledgeable Other, according to Vygotsky, the mother attempts to scaffold Kofi into a zone of proximal development (ZPD) with <i>so ive shaken a three and a five (2) how many does that make\</i> and <i>nearly right kofi (1) we need a bigger number than seven</i>.	25

Question	Answer	Marks
2	Children’s language features • Kofi’s utterances evidence his position in the post-telegraphic stage, although there are construction errors, e.g. <i>i can’t do it cos hes putting me off to think</i> and the overgeneralised tense formation in <i>/wɪpʌnd/</i>. • Osei’s utterances are clearly at the continuing development stage with the inclusion of colloquial and hyperbolic forms and patterns, e.g. <i>yeah kofi you showed me like a million times already</i>. • Kofi can be identified as having reached the preoperational stage according to Piaget’s stages of cognitive development. The overall construction in <i>no i didnt and anyway its hurty where i falled over</i>, despite tense error, is multi-clause using contraction, negation, conjunction and adverb. Osei has reached the concrete operational stage, possibly indicated by his ideas of cause and effect, e.g. <i>hes just making things up and ruining the game</i>. • Kofi and Osei produce fulfilled adjacency pairs, although there are interruptions to the turn-taking. • Kofi is at ease with negation and can contract his negative responses, e.g. <i>no i didnt</i>. • Phonological competence is clear in both children, with just one substitution of the rhotic phoneme in <i>/wɪpʌnd/</i> from Kofi. • Kofi demonstrates residual use of diminutives, e.g. <i>hurty</i> and <i>mummy</i>, in contrast to Osei’s use of <i>mum</i>. • Osei demonstrates a range of prosodic features, including raised volume (<i>WRONG</i>), stress (<i><u>fell</u> over not <u>falled</u> over</i>), and alternating upward and downward intonation. • Kofi observes the English morphological rule for numbers in <i>eleventy twelve</i> as would be appropriate according to Chomsky’s notion of Universal Grammar and the Language Acquisition Device. On the other hand, Kofi disregards his mother’s modelling of correct forms in <i>you need to be more kind</i> and follows it immediately with the virtuous error in the comparative: <i>yeah osei (.) be more kinder to me</i>. • Both children demonstrate a number of Halliday’s functions of language, e.g. regulatory – <i>say it properly</i>; representational – <i>he sounds like a baby</i>; personal – <i>my knees hurty</i>, and interactional – <i>lets get on with the game</i>.	

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