

---

**ENGLISH LANGUAGE**

**9093/33**

Paper 3 Text Analysis

**May/June 2016**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge International A Level – May/June 2016</b>	<b>9093</b>	<b>33</b>

- 1 Examiners need to be flexible in considering holistically what the candidates write in part **(a)** in relation to their analysis in part **(b)**. What may at first appear to be inappropriate choices of lexis and register in **(a)** may turn out to be explained in **(b)**.

There should be evidence that linguistic concepts have been understood and are being applied in helpful ways. Knowledge and understanding of spoken/written language should be made *explicit* in the comparative commentary **(b)**, but there is likely to be evidence of its informed application in the directed writing task **(a)**.

**(a) Directed Writing**

<b>Band 1</b>	<b>9–10</b>	Discriminating sense and understanding of audience, form, purpose, conventions and effects, underpinned by a fluent, highly accurate reworking of the material in a highly appropriate style.
<b>Band 2</b>	<b>7–8</b>	Proficient grasp and appreciation of audience, form, purpose, conventions and effects, supported by an informed and engaged reworking of the material in a consistent, appropriate and generally fluent style.
<b>Band 3</b>	<b>5–6</b>	Competent understanding of audience, form, purpose conventions and effects, supported by an adequately engaged reworking of the material in a measured style, perhaps containing a few lapses in accuracy and expression.
<b>Band 4</b>	<b>3–4</b>	Essentially sound but uneven sense and understanding of audience, form, purpose conventions and effects, supported by some engagement in reworking the material but marked by several lapses in accuracy and expression.
<b>Band 5</b>	<b>1–2</b>	Basic and limited sense and understanding of audience, form, purpose, conventions and effects; limited engagement with reworking the material, and marked by frequent lapses in accuracy and expression and/or an inappropriate grasp of intent and style.
<b>Band 6</b>	<b>0–1</b>	Wholly inappropriate sense of audience, form, purpose, conventions and effects; brief or confused work and/or marked by very limited accuracy and expression.

**Notes on areas of likely features of style and content**

*NB: These must not be seen as a prescriptive or 'finite' list. Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.*

Candidates should write clearly, accurately, creatively and effectively for the prescribed purpose and audience.

Their writing should reveal:

- a sound understanding of the original material
- a clear and concise style, suitable for a frequently asked questions page, with relevant details about certain aspects of school life.

Directed writing in weaker responses may lack clarity of purpose and may paraphrase the original text.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	33

**(b) Commentary on language and style**

<b>Band 1</b>	<b>13–15</b>	Discriminating, detailed and highly informed appreciation and awareness of spoken and/or written language; highly focused comparison of effects created by conventions, form and style, purpose; thoughtfully selective use of and close reference to texts.
<b>Band 2</b>	<b>10–12</b>	Proficient, consistent appreciation and awareness of spoken and/or written language; comparative analysis of texts with good degree of awareness of conventions, form and style, purpose; selective and relevant use of and reference to texts.
<b>Band 3</b>	<b>8–9</b>	Steady and mainly focused appreciation and awareness of spoken and/or written language; comparisons of and comments on texts are measured if at times not fully developed, and show understanding of conventions, form and style, purpose; some relevant use of and reference to texts.
<b>Band 4</b>	<b>6–7</b>	Some engagement and partial appreciation and awareness of spoken and/or written language; occasional but undeveloped comparisons/comments on some aspects of conventions, form and style, purpose; partial use of and reference to texts.
<b>Band 5</b>	<b>3–5</b>	Basic appreciation and awareness of spoken and/or written language; generalised and limited comparisons of conventions, form and style, purpose; listing of features without further comment; limited textual reference.
<b>Band 6</b>	<b>0–2</b>	Very limited appreciation and awareness of spoken and/or written language; tendency to focus on content or engage in unfocused, fragmented ideas; brief or confused work.

**Notes on areas of likely features of style and content**

*NB: Candidates should be rewarded positively for any valid response to the task which relates to the Assessment Objectives.*

Candidates should write with a degree of control and clarity. While it is important to strive for accuracy of terms, the effective application of relevant evaluative/analytical skills is more important than a mere surface correctness of terminology.

Stronger answers should reveal:

- understanding of the conventions used in a frequently asked questions page
- understanding of the purpose of the original article and the associated use of adjectives to impress the reader including *new*, *first class*, *world-renowned*
- understanding of the effects of the complex sentences in the original writing
- an ability to compare features such as the headteacher's use of plural first person pronouns (*we have*) after the more personal introduction (*When I knew...*), with the approach adopted in the directed writing.

Weaker answers may show only partial understanding or vague awareness of such features.

2

<b>Band 1</b>	<b>22–25</b>	Discriminating and sophisticated comparative appreciation of forms and conventions of texts, including spontaneous speech; detailed and incisive understanding of effects; highly sensitive to how purpose, context and audience shape meaning; highly perceptive grasp of voice and linguistic techniques.
<b>Band 2</b>	<b>18–21</b>	Engaged and consistent response, demonstrating very informed comparative appreciation of forms and conventions of texts, including spontaneous speech; proficient awareness of effects; focused grasp of how purpose, context and audience shape meaning; detailed appreciation of voice and linguistic techniques.
<b>Band 3</b>	<b>14–17</b>	Relevant and steady comparative awareness of forms and conventions of texts, including spontaneous speech; controlled and measured awareness of effects; generally informed understanding of how purpose, context and audience shape meaning; competent appreciation of voice and linguistic techniques.
<b>Band 4</b>	<b>10–13</b>	Sound, generally relevant and mainly comparative awareness of forms and conventions of texts, including spontaneous speech; adequate awareness of effects; generally steady understanding of how purpose, context and audience shape meaning; some appreciation of voice and linguistic techniques.
<b>Band 5</b>	<b>6–9</b>	Basic awareness of forms and conventions of texts, including spontaneous speech, but lacking a fully comparative approach; basic awareness of effects; some informed understanding of how purpose, context and audience shape meaning; limited appreciation of voice and linguistic techniques.
<b>Band 6</b>	<b>2–5</b>	Rather limited and partial awareness of forms and conventions of texts, including spontaneous speech; a small degree of awareness of effects; general understanding of how purpose, context and audience shape meaning; very limited appreciation of voice and linguistic techniques.
<b>Below Band 6</b>	<b>0–1</b>	Minimal awareness of forms and conventions of texts, including spontaneous speech; little awareness of effects; sparse understanding of how purpose, context and audience shape meaning; little appreciation of voice and linguistic technique; very brief / fragmented; very unfocused.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2016	9093	33

### Notes on areas of likely content

Candidates are likely to comment on differences between spoken and written language, and to contrast the more informal and personal utterances in Text A with the more formal and structured nature of Text B.

Weaker answers are likely to make general assertions about language and style without linking these to supporting textual detail.

More developed answers are likely to identify specific features of spoken and written language.

In Text A, candidates may identify and comment on:

- the use of questions by the interviewer to shape the interview at the start and then declaratives used by the interviewer to elicit agreement from Chris Packham
- non-fluency features of natural speech such as hesitations, overlaps, filled pauses, false starts [*im asking* (.) *im asking*], but with an understanding that these are less frequent than in 'normal' conversation
- the juxtaposition of some relatively sophisticated lexical choices (*disproportionate*, *foisted*) with the use of some clichéd expressions: *changed our tune*; *wave the flag*; *part and parcel*.

In Text B, candidates may identify and comment on features of language and style related to the form and content of a newspaper report:

- the use of the opening paragraphs to introduce the topic and the use of a question in the third paragraph to introduce the debate. The two sides of the debate are then considered in a logical order
- the use of simple discourse markers (*But...*) to structure the text
- the inclusion of approximate, modified statistics near the start of the article: *Possibly as few as 1,600 giant pandas ; more than 300*
- use of direct speech from experts, along with reported speech. The experts' job titles are given as noun phrases in apposition, for instance, *Stuart Pimm, a conservation ecologist at Duke University*
- short tabloidese paragraphs.