



Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/11**

Paper 1 Reading

October/November 2023**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.

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This document consists of **17** 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.

AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. (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.

In response to **Question 1(a)**, candidates are required to write between 150 and 200 words. While there is no direct penalty for failing to adhere to this requirement, examiners should consider this an aspect of the response's 'relevance to purpose'. As such, adherence to the word limit is assessed as part of the second bullet point of AO2

Question	Answer	Marks
1(a)	Read the following text, which a magazine article about stargazing. Your teacher has asked you to give a speech to your class about the benefits to wellbeing of appreciating the sky at night. Write the opening of your speech. Use 150–200 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. Candidates may make other valid comments that should be credited. Responses might feature the following: • Form, audience, purpose, style, conventions, language and structure will be appropriately adapted to suit the task • Content may include anecdote, argument, persuasive language, as well as other relevant ideas • Tone will be used to have an impact on the reader and to create an effect.	10

Question	Answer	Marks
1(b)	Compare the opening of your speech with the article, analysing form, structure and language. 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 form, structure and language in separate sections. Responses might compare and analyse the following: Form - the typical text conventions used in the original text and the candidate's speech - the ways in which the different purposes affect the content and style of the two texts - the ways in which the article and the speech appeal to the respective intended audiences, e.g. through the tone and register used in each text - any other relevant aspect of the form of the two texts Structure - the ways in which headings and short/long paragraphs or sections are used in each text - the way the article develops the increasing benefits of stargazing - the way the article references different examples of the benefits - the way that the article ends with cognitive improvements - the shift in narrative focus from inside the house to the night sky, past beliefs etc - any other relevant structural features in the text	15

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Question	Answer	Marks
1(b)	Language - the repeated but different types of light imagery e.g. <i>sparkling, dazzling, brightest, flashing its rainbow hues</i> contrasted with <i>urban lighting</i> - factual information about past cultural beliefs and interest in the stars e.g. references to Egyptians, Scandinavians, Polynesians, and the contrast/juxtaposition between/of ancient and modern e.g. <i>since prehistoric times, it shone for us, too</i> - personification and metaphor use e.g. <i>an unexpected visitor, a sparkling diamond, this distant star gifted a moment of stillness, Busy lifestyles and urban lighting conspire to keep our attention focused down</i> - positive and reassuring language e.g. language suggesting wonder - <i>awe, gaze, gifted a moment of stillness, triggers a host of physical and psychological benefits, boosting creativity and lowering stress, that jaw-dropping feeling, beyond our everyday experience</i> - vividly contrasted/juxtaposed references to the cosy indoors and the vastness of the night sky e.g. <i>huddled by the window to enjoy a view...; the three of us knelt by the glass and gazed upwards</i> - the listed and positive impacts of 'experiencing awe' e.g. <i>more curious and creative; better able to remember details of a short story; more original examples; showed greater interest in abstract paintings, and persisted longer on difficult puzzles</i> - contrast between busy modern lifestyles, and technology, and 'the wheeling night sky' which suggests freedom e.g. <i>Busy lifestyles and urban lighting contrasted with turning our gaze upwards and the chaos of the day quietening</i> - any other relevant language features in the text.	

Marking criteria for Section A Question 1(a)**Table A**

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks
5	- Sophisticated understanding of text (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Sophisticated expression, with a high level of accuracy - Content is fully relevant to audience and purpose; ideas are developed throughout in a sophisticated manner 5 marks
4	- Detailed understanding of text (meaning/context/audience) - Effective reference to characteristic features 4 marks	- Effective expression, with a few minor errors which do not impede communication - Content is relevant to audience and purpose; ideas are developed in an effective manner 4 marks
3	- Clear understanding of text (meaning/context/audience) - Clear reference to characteristic features 3 marks	- Clear expression, with occasional errors which do not impede communication - Content is relevant to audience and purpose; ideas are developed clearly 3 marks
2	- Limited understanding of text (meaning/context/audience) - Limited reference to characteristic features 2 marks	- Expression is clear but may not flow easily, with frequent errors which generally do not impede communication - Content is mostly relevant to audience and purpose; ideas are developed in a limited manner 2 marks
1	- Basic understanding of text (meaning/context/audience) - Minimal reference to characteristic features 1 mark	- Basic expression, with frequent errors which impede communication - Content may lack relevance to audience and purpose; minimal development of ideas 1 mark
0	No creditable response 0 marks	No creditable response 0 marks

Marking criteria for Section A Question 1(b)**Table B**

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 10 marks
5	- Sophisticated comparative understanding of texts (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Sophisticated comparative analysis of elements of form, structure and language - Sophisticated analysis of how the writers' stylistic choices relate to audience and shape meaning 9–10 marks
4	- Detailed comparative understanding of texts (meaning/context/ audience) - Effective reference to characteristic features 4 marks	- Detailed comparative analysis of elements of form, structure and language - Detailed analysis of how the writers' stylistic choices relate to audience and shape meaning 7–8 marks
3	- Clear comparative understanding of texts (meaning/context/ audience) - Clear reference to characteristic features 3 marks	- Clear comparative analysis of elements of form, structure and/or language - Clear analysis of how the writers' stylistic choices relate to audience and shape meaning 5–6 marks
2	- Limited understanding of texts (meaning/context/audience), with limited comparison - Limited reference to characteristic features 2 marks	- Limited analysis of form, structure and/or language, with limited comparison - Limited analysis of how the writers' stylistic choices relate to audience and shape meaning 3–4 marks

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Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 10 marks
1	- Basic understanding of texts (meaning/context/audience), with minimal comparison - Minimal reference to characteristic features 1 mark	- Minimal analysis of form, structure and/or language, with minimal comparison - Minimal analysis of how the writers' stylistic choices relate to audience and shape meaning 1–2 marks
0	No creditable response 0 marks	No creditable response 0 marks

Marking criteria for Section A Question 1(b)**Table B**

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 10 marks
5	- Sophisticated comparative understanding of texts (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Sophisticated comparative analysis of elements of form, structure and language - Sophisticated analysis of how the writers' stylistic choices relate to audience and shape meaning 9–10 marks
4	- Detailed comparative understanding of texts (meaning/context/ audience) - Effective reference to characteristic features 4 marks	- Detailed comparative analysis of elements of form, structure and language - Detailed analysis of how the writers' stylistic choices relate to audience and shape meaning 7–8 marks
3	- Clear comparative understanding of texts (meaning/context/ audience) - Clear reference to characteristic features 3 marks	- Clear comparative analysis of elements of form, structure and/or language - Clear analysis of how the writers' stylistic choices relate to audience and shape meaning 5–6 marks
2	- Limited understanding of texts (meaning/context/audience), with limited comparison - Limited reference to characteristic features 2 marks	- Limited analysis of form, structure and/or language, with limited comparison - Limited analysis of how the writers' stylistic choices relate to audience and shape meaning 3–4 marks

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Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 10 marks
1	• Basic understanding of texts (meaning/context/audience), with minimal comparison • Minimal reference to characteristic features 1 mark	• Minimal analysis of form, structure and/or language, with minimal comparison • Minimal analysis of how the writers' stylistic choices relate to audience and shape meaning 1–2 marks
0	• No creditable response 0 marks	• No creditable response 0 marks

Section B: Text analysis

Question	Answer	Marks
2	Read the following text, which is an extract from the autobiography of a chef. Analyse the text, focusing on form, structure and language. Mark according to the levels of response marking criteria in Table C. Additional guidance: The analysis should address the style, form, genre, structure and language of the text (including specific and relevant references), explaining how they create meaning in relation to audience and purpose. 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 form, structure and language in separate sections. Responses might analyse the following: Form - the typical text conventions used in an autobiography - the ways in which the purpose affects the content and style of the text - the ways in which the extract appeals to its intended audience, e.g. through the tone and register used in the text - any other relevant aspects of the text's form Structure - the ways in which short/long paragraphs are used in the text - the way in which the extract is structured to reflect the experience of the child narrator - any shifts in narrative focus e.g. away from the child-father relationship to that of the father and Mrs Potter - any other relevant structural features in the text	25

Question	Answer	Marks
2	Language - the way in which the writer uses adjectives negatively or positively to describe the food e.g. <i>dreaded; promised, golden, deep and rich</i> - the way in which details are used in the text to immerse the reader in the egg-loathing child's experience e.g. the oxymoronic <i>golden slop; a clear moat of yellow fat</i> - use of a dialogue to open the extract and its hint of the battle to come between father and child e.g. <i>'Just try it,' pleaded my father</i> - the way that the narrator associates his father with deceit e.g. <i>cunning, slipped into, wily, attempted to hide, spectacular deceit</i> - the way that this type of language creates the tone of humour as the father tries to deceive but the boy is e.g. <i>untrusting; having none of it, inspected ... every morsel, no ... left unchecked, sniffed ... suspiciously</i> - the use of the French word to emphasise how much the boy dislikes eggs: <i>the dreaded oeuf</i> - the use of language/imagery halfway through to indicate the father's increasing interest in Mrs Potter e.g. <i>whirlwind of aftershave and freshly ironed shirt</i> - language used to describe Mrs Potter who seems an unlikely partner for the father but is e.g. <i>strangely attractive</i> - the use of vivid similes to describe her e.g. <i>like espresso coffee, mouth as tight as a walnut</i> and how these are food-related indicating the boy's concern with and interest in food - any other relevant language features in the text.	

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

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 20 marks
5	- Sophisticated understanding of text (meaning/context/audience) - Insightful reference to characteristic features 5 marks	- Analysis is sophisticated, coherent and very effectively structured - Insightful selection of elements of form, structure and language for analysis - Sophisticated awareness of writer's stylistic choices, including how style relates to audience and shapes meaning - Uses precise and fully appropriate language to link evidence with explanatory comments 17–20 marks
4	- Detailed understanding of text (meaning/context/audience) - Effective reference to characteristic features 4 marks	- Analysis is detailed, coherent and effectively structured - Effective selection of elements of form, structure and language for analysis - Detailed awareness of writer's stylistic choices, including how style relates to audience and shapes meaning - Uses effective and appropriate language to link evidence with explanatory comments 13–16 marks
3	- Clear understanding of text (meaning/context/audience) - Clear reference to characteristic features 3 marks	- Analysis is clear, coherent and well structured - Appropriate selection of elements of form, structure and language for analysis - Clear awareness of writer's stylistic choices, including how style relates to audience and shapes meaning - Uses clear and appropriate language to link evidence with explanatory comments 9–12 marks

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Level	AO1: Read and demonstrate understanding of a wide variety of texts. 5 marks	AO3: Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style. 20 marks
2	- Limited understanding of text (meaning/context/audience) - Limited reference to characteristic features 2 marks	- Limited analysis, with some structure and limited coherence - Some appropriate selection of elements of form, structure and/or language for analysis - Limited awareness of writer's stylistic choices - Attempts to use appropriate language to link evidence with explanatory comments 5–8 marks
1	- Basic understanding of text (meaning/context/audience) - Minimal reference to characteristic features 1 mark	- Basic analysis, with minimal structure or coherence - Minimal selection of elements of form, structure and language for analysis - Minimal awareness of writer's stylistic choices - Minimal use of appropriate language to link evidence with explanatory comments 1–4 marks
0	No creditable response 0 marks	No creditable response 0 marks