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CAMBRIDGE
International Education

Cambridge International A Level

ENGLISH LANGUAGE **9093/32**

Paper 3 Language Analysis **February/March 2026**

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 February/March 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

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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 descriptions 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.

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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.

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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).

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Assessment Objective 1
	Assessment Objective 2
	Assessment Objective 4
	Assessment Objective 5
	Repetition
	Omission
	Requires clarity
	Seen
[Highlighter]	Inaccurate
	Not relevant

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Section A: Language change

Question	Answer	Marks
1	**Read Texts A, B and C.** **Analyse how Text A exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from Texts A, B and C, 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** • Candidates may discuss the semantic shift in the use of the adverb *handsomely*, which is here used in the sense of something done well whereas in contemporary texts this often refers to something financially positive. Text B exemplifies this narrowing • The phrase *at pleasure* is used where a contemporary text may use 'if you like', as shown in Text C • *Boilings* is used as a plural count noun, where the verbs 'boil' or 'boiling' would more often be used in contemporary English • Quantities are less precise than would be expected in a recipe today e.g. *a little Sugar*; *for ſome Time* • *fair* seems to have undergone some semantic change, being used here as an adjective to describe clean water.	**25**

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Question	Answer	Marks
1	**Grammar** • Sentences are often lengthy, with semi colons frequently used to separate clauses, which gives the text a feeling of density and formality • The subjunctive is used, which sounds formal and dated today: *Try them often if they be enough*; *till it be very ſmooth…* • The elliptical phrase *if you would preſerve them liquid* sounds formal and incomplete today • The phrase *Walnuts that are come to their full Growth* would more likely be expressed as 'walnuts that have come to be fully grown' or 'walnuts that are fully grown' in contemporary writing: the verb phrase *are come* would be considered an irregular or incorrect construction today • Frequent use of modality, in contrast to imperatives usually seen in contemporary texts: *they muſt be taken off the Fire*, *Walnuts may be equally ſoaked* • The prepositional phrases 'on the stove' or 'in the oven' would be more likely to be used today than *in the stove,* reflecting a change in fashions and technology related to kitchen equipment • The phrase *Syrup heated* would be inverted in contemporary texts. **Orthography** • Text A pre-dates the publication of Samuel Johnson's dictionary in 1755 and so spelling is yet to be standardised • The past tense verb *form'd* uses an apostrophe of elision rather than an 'ed' ending as would be expected in contemporary English • The archaic *Apricocks* is used where 'apricots' would be used today • The spelling *encreaſing* is used in place of 'increasing' • Inconsistent abbreviated forms of 'until' are used: *'till* and *till*. **Graphology** • A decorative heading is used • The first word of the main text is all in capitals • Capital letters were not yet standardised and here they are used for some common nouns • A long 'ſ' is used instead of 's' in medial positions in all words and to start words which are not begun with capitals. It is not used at the start of common nouns where instead a capital S is used, or at the end of words. This reflects a change in fashion brought about with the development of printing typefaces • There are additional spaces around semi-colons and colons • Some paragraphing is used but there is inconsistency in this.	

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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

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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

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Section B: Child language acquisition

Question	Answer	Marks
2	**Read the following text, which is a transcription of a conversation between Bipti (age 4) and her mother. They are at home. Bipti's mother is taking a video of Bipti on her phone while Bipti dances.** **Analyse ways in which Bipti and her 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** • Bipti's mother uses a variety of sentence types including interrogatives, imperatives and simple declaratives, e.g. *how many songs do you know*↗ to further the conversation, *play your piano as well*, and *thats a good dance* to encourage Bipti in her activity • She varies her intonation using stress, e.g. *you mean keep <u>VID</u>EOING you* to aid Bipti's understanding • The mother interrupts Bipti and then recasts her question *which is your favourite*↗ to *which is your favourite song*↗ *(2) out of all the ones you sing at school*↗ when Bipti appears to be confused and is delaying her response with a dysfluency feature: *um (1) um* • To aid Bipti's understanding, her mother is generally careful to separate her ideas with timed pauses and uses simple lexis including the clipped *cos* • Throughout, however, there are several attempts by the mother to make Bipti use the word *video* instead of her chosen and misapplied */teks/* but these are not fruitful.	**25**

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Question	Answer	Marks
2	**Child language features** • Turntaking is fluent throughout the transcript and adjacency pairs are fulfilled • Bipti uses a number of intonation devices including rising pitch for questioning, e.g. *can you /teks/ me to her↗,* and raised volume, e.g. *ALL MY FRIENDS* and stress, e.g. *do it <u>now</u> mummy do it <u>now</u>* for emphasis • She is competent in using simple and continuous forms of the present tense for different purposes, e.g. *watch me* and *are you watching* • However, at times, sentence structures are incomplete, e.g. *this is the dancing we doing at my school* • Bipti's phonological competence is almost complete, although she consistently deletes the final phoneme /t/ in */teks/* and transposes the consonant cluster /pl/ in */peɪ/ my /plænəʊ/.* Other consonant clusters, e.g. as seen in *dancing* are clearly pronounced, however. • Further language acquisition is demonstrated in pluralisation: *songs* and correct use of pronouns: *me*, *my*, *you*. However, Bipti's final utterance omits the plural in *thats all my song now.* **References to relevant theories and research should be integrated into the response and may include:** • Halliday's functions of language are frequently evident and include: Regulatory – *send it to nancy*; Personal – *i like the one when you clap at the end*; Representational – *thats all my song now* • Berko and Brown's Fis Phenomenon is demonstrated in Bipti's repetition and reinforcement of *yeah i /peɪ/ my /plænəʊ/* following her mother's correction of her transposed /l/ phoneme in *<u>pl</u>ay* and *<u>pi</u>ano* • Skinner (Behaviourism): negative reinforcement is issued by the mother in *you mean <u>play</u> (.) your (.) <u>pi</u>ano* but this is ignored by Bipti, as is Bipti's own response and the mother simply concludes *thats very good* • Vygotsky: the mother attempts to activate the zone of proximal development in her utterance, *you mean keep <u>VID</u>EOING you* but this is not achieved • Bipti sits firmly in Piaget's pre-operational stage as indicated by egocentric utterances. However, she attempts a bargain with her mother in *only if you watch me with your phone and /teks/ me to molly* indicating an early move towards the concrete operational stage.	

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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

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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
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
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

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