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CAMBRIDGE
International Education

Cambridge International A Level

ENGLISH LANGUAGE **9093/33**

Paper 3 Language Analysis **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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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.

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English & Media-Specific Marking Principles
(To be read in conjunction with the General 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).

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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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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.

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.

AO5: Analyse and synthesise language data from a variety of sources. (Data handling)

- 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.

Higher marks should be awarded where candidates identify patterns and offer thoughtful and plausible explanations for the features they are discussing.

Weaker answers may spot features or describe individual cases of language change without reference to broader considerations or examples.

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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** • The semantic narrowing in the use of *rent*, which is here used to mean 'ripped' or 'torn'. Text B exemplifies that this meaning used to be common, alongside the denotation of a regular payment for the use of property or land. In contemporary English, the latter denotation is still common, but the former is very unusual now (and tends to be restricted to literary contexts) • The use of the archaic *Superficies* to mean 'outward surface', linked to the adjective 'superficial' which remains frequent in contemporary use • The verb *abſerve* is used, seeming to mean 'observe'. This gives a more formal register than the synonym 'see' • The use of *vacancy* where 'gap' or 'hole' may be used in contemporary English. This noun tends to be associated with employment and physical spaces (E.g. accommodation) in contemporary use, suggesting lexical narrowing • In contemporary English, the noun *foulneſs* is usually used to refer to something which offends the senses or disgusts, suggesting that this word has undergone some pejoration • The adjective *bigneſs* is used where today 'size' would be more likely to be used in most dialects • The adjective *fair* is used to describe the water. If an adjective were to be used in contemporary English, 'clean' is more likely to be used. Candidates may suggest a link to changes in accessibility to water and its quality.	**25**

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Question	Answer	Marks
1	• The use of the archaic *therewith,* where *with that* might be used in contemporary texts. **Grammar** • Sentences are often complex with colons and semi-colons frequently used to separate clauses, giving the text a feeling of density • As shown in Text C, the -ly inflected 'thoroughly' is used more frequently as an adverb in contemporary writing than *thorough* as in Text A. Other examples of this in Text A include *even*, *clean* and *possible* • A full stop is used before *Which done* and *Or if it be*. In contemporary English, these would form part of a relative clause or compound sentence (respectively); alternatively, these could be used to start a sentence in a way which conveys a conversational tone in a contemporary text • The subjunctive *if it be* sounds archaic today. Contemporary texts would be more likely to use *if it is* • Non-standard syntax is used in the line *with which and a Spunger wet in Water, the ….* **Orthography** • *Glew* is used for 'glue'; *blew* is used for 'blue'; *Oyl* is used for 'oil'; *Threds* for 'threads'; *adjoyning* for 'adjoining'; *luſter* for 'lustre'; *Spunge* for 'sponge'; *conſiſtance* for 'consistency'; *of* for 'off'; and *fil* for fill. The verb *abſerve* is used, seeming to mean 'observe'. Text A was published prior to Samuel Johnson's dictionary in 1755 and so spelling is not yet standardised, and some variants may reflect dialect or accent • The past tense verb c*leans'd* is formed with an apostrophe of elision rather than an 'ed' inflection at the end as would be expected in contemporary English. **Graphology** • There are additional spaces around colons and semi-colons • 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 • Capital letters are not yet standardised and here they are used consistently for most nouns, but also for some other word classes such as *Crack* and *Peel*, though not for verbs in headings • Some, but not all, initial capitals are italicised, perhaps indicating the development of available printing technology at the time • A ligature is used to join ct in line with typesetting practices at the time.	

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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 Ines (age 3) and her father. They are at home, talking about Ines's birthday party the day before.** **Analyse ways in which Ines and her father 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 father uses many micropauses and timed pauses to separate ideas in order to facilitate the child's understanding. • His intonation varies according to his questioning technique: varying complexity in questions leads to differences in intonation, e.g. *what did you do at the party*↗ with an upward intonation, and *what else did you do apart from play skittles*↘ with downward intonation, perhaps to indicate to Ines that more thinking is required prior to her response. • The father interprets Ines' omissions in /peɪ kɪtuː/ but chooses to recast rather than correct her, as he does in *i /friː/*. • When the father's open question, *how does it feel (.) now you are three*↘ is met with *i /friː/* he attempts to scaffold Ines into supplying a fuller response. This is unfruitful at first, but he is then able to use Ines' *you big daddy* to explore the comparative *bigger* and superlative *biggest* with her.	**25**

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Question	Answer	Marks
2	**Children's language features** • Although Ines supplies one-word responses to her father's initial questions, there is firm evidence of telegraphic utterance, e.g. *my hand big*, and some emerging post-telegraphic speech, e.g. *i want (.) i want (.) a sister (1) like (.) like (.) immy*, although Ines uses repetition and pause while she assembles her thoughts into a fuller declarative sentence. • Phonological competence varies: there is consonant cluster reduction and substitution of /əlz/ with */u:/* in the final syllable of */peɪ kɪtu:/* whereas in *ring* all phonemes are fully pronounced. However, the fricative /ɵ/ is consistently substituted, e.g. *i /fri:/*. • Hypernym *jewellery* is not understood and Ines uses negation including contraction to correct her father: *no its a ring*. • Adjacency pairs are fulfilled and Ines demonstrates turn-taking, even when her responses to her father's questions are not those he anticipated, e.g. his open question, *what else did you do apart from play skittles*↘ is met only by her *cake*. • Ines uses volume for emphasis in *BIG CAKE* and stress on *no* to reinforce her negative. Further variation in voice control is seen in her upward intonation when she questions her father, e.g. *you /fri:/ daddy*↗. • Ines generally operates in the present tense, e.g. *i cry*, although she understands that her father's question refers to events in the past. She also demonstrates cognition of the future aspect when her father asks *are you looking forward to having a new baby brother*↗*.* **References to relevant theories and research should be integrated into the response and may include:** • Evidence of Catherine Snow's Fatherese in *yum yum yum* to indicate enjoyment of eating cake. He appears reluctant to correct any mistakes (e.g. when Ines is confused about ages), in line with Snow's suggestion that reluctance creates a degree of conversational freedom for the child. • According to her age, Ines should be placed in Piaget's preoperational stage, perhaps further indicated by her egotistical response *i want (.) i want*, although the father clearly generates conversation firmly around Ines. • A number of Hallidayan functions are evident, including: personal, e.g. *i like cake*; representational, e.g. *my hand big*; interactional, e.g. *yes they are big*; regulatory, e.g. *put your hand on top of mine*, and heuristic, e.g. *you /fri:/daddy*↗. • The father uses both positive and negative reinforcement (Skinner) in the same utterance: *yes they are big (.) but we only have two hands each (1) look (.) one hand (.) two hands.* He uses agreement in the first clause then due to a misinterpretation of Ines' utterance, *my /fri:/ hands big*, he attempts to give a reason for contradicting her. • In his role as More Knowledgable Other (Vygotsky) the father attempts to scaffold Ines into a Zone of Proximal Development by introducing comparisons of size, though Ines does not respond. • Ines' use of personal and possessive pronouns is emerging, e.g. *i*, *you* and *my*. These are used in subject-object position, indicating that she has reached Bellugi's stages 2 to 3 of pronoun acquisition. There is some variation, but when asked about her dolly she replies *immy my dolly*, indicating this emerging competence.	

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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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