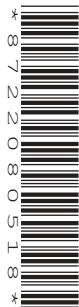




Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/32**

Paper 3 Language Analysis

May/June 2021**2 hours 15 minutes**

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].

This document has **8** pages. Any blank pages are indicated.

Section A: Language change

Question 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. [25]

Text A

Excerpts from a book of moral reflections written by Francis Quarles and Arthur Warwick, printed in 1680

CHAP. XXI.

5 **W**hen I see a gallant ship well rigged,
trimmed, tackled, mann'd and
munition'd with her spread sayles proudly
10 swelling with a full gale in fair weather,
putting out of the haven into the smooth
main¹, and drawing the spectators' eyes,
with a well-wishing admiration, and shortly
hear of the same ship splitted against some
15 dangerous rock, or wracked² by some
disasterous tempest, or sunk by some leake
sprung in her by some accident, me seemeth,
I see the case of some Court-favourite³,
who today dazeleth all mens eyes with the
20 splendour of his glory, and with the proud
and potent beak⁴ of his powerfull prosperity
cutteth the waves and ploweth through the
prejs of the vulgar, and scorneth to fear any
cross winds from above, and yet to morrow
25 on some stormes of unexpected disfavour,
springs a leak in his honour, and sinks in
disgrace, or dashed against the rocks of
displeasure is splitted and wrack'd², and
so concludes his voyage in misery and
30 misfortune. I will not therefore adventure
with the greedy shepheard to change my
sheep into a ship of adventure, on the sight
of a calm sea.

CHAP. XXII.

30 **W**hen a storm drives me to shelter me
under a tree, I find that if the storm
be little, the tree defends me, but if the storm
be great, the tree not onely not defends
me, but powreth⁵ on me that wet which it
35 self had received, and so maketh me much
wetter. Hence instructed, I resolve that if
improvidently I fall into some small danger
of the laws, I will presume to seek shelter
under the arms of some potent friend, but if
40 the tempest of my trouble be too potent for
my friend I will rather bear all my self, than
involve my friend in the danger. It would
be bad enough for me to be drencht with or
distrest by the storm of the laws anger only ;
45 I would be worse to be drowned with the
anger of my storming friend also.

Notes:

¹main: sea

²wracked, wrack'd: wrecked

³Court-favourite: a person treated with special preference by a royal figure

⁴beak: the front of a ship

⁵powreth: pours

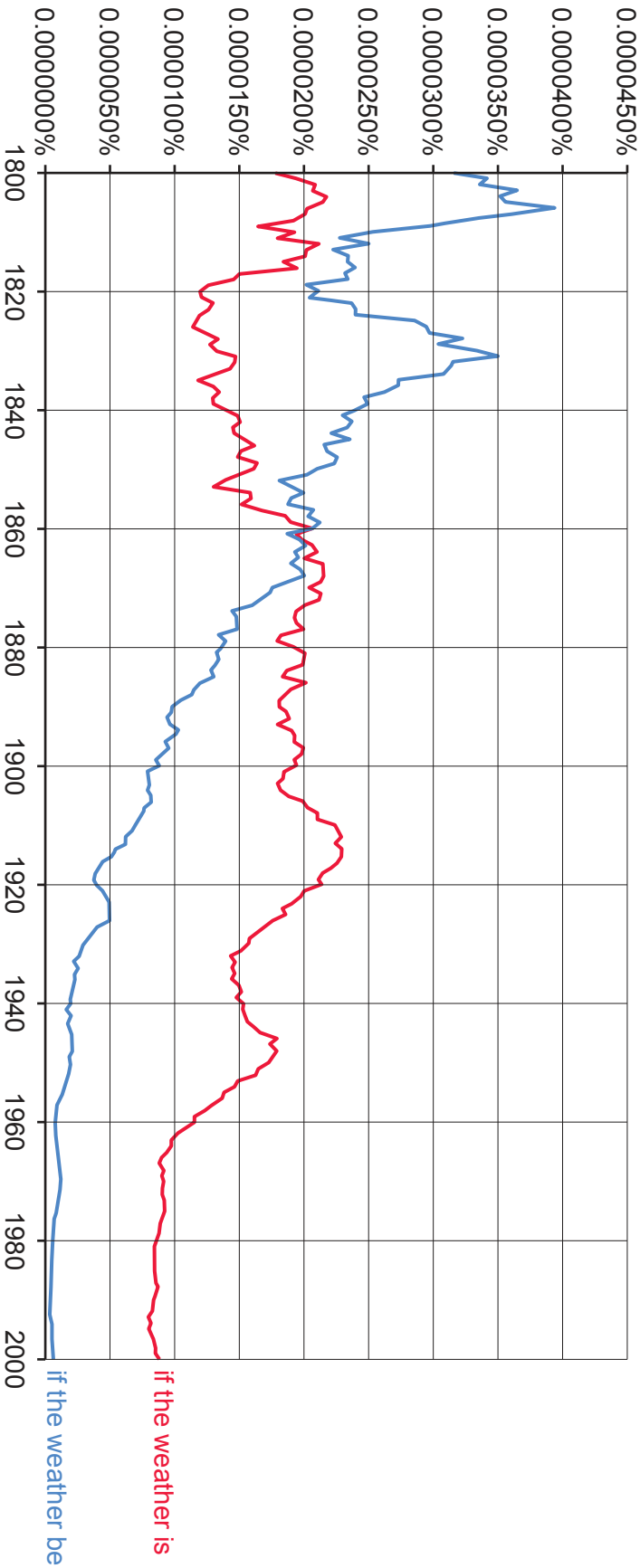
Text B

The top eight collocates for 'proud' from the Early English Books Corpus (1470s–1690s) and the British National Corpus (1980s–1993)

'proud' 1470s–1690s	'proud' 1980s–1993
covetous	very
insolent	am
ambitious	feel
grow	owner
haughty	record
arrogant	justifiably
resisteth	dad
humble	justly

Text C

n-gram graph for the phrases *if the weather be* and *if the weather is* (1800–2000)



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Section B: Child language acquisition**Question 2**

Read the following text, which is a transcription of a conversation between sisters Gina (age 4 years) and Maia (age 8 years), and their father. They are at home playing.

Analyse ways in which Gina, Maia and their 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. [25]

Maia: [*points to a colouring pencil*] what colour is this gina↗ (.) its the colour of mummys bowl

Father: the colour of mummys bowl↘

Gina: look (3) she (.) she hasnt drinked it

Father: she hasnt has she↘ (.) we'll have to remind her wont we (.) can you remind her↗ 5

Gina: /dɪs/ is the same colour as /dæt/ thing (.) purple

Father: is it (.) are you sure↗ (.) what else do you know is purple↘

Maia: [*sings the words*] mummys favourite colour

Gina: your top

Father: what is your favourite colour gina↗ 10

Gina: /əmmʌp/

Father: sorry (.) can't hear you

Gina: pink (.) /əmmm/

Father: what colour is this↗

<Father picks up a coloured pencil> 15

Gina: /əm/ /wed/ (2) /wed/

Father: its not red is it

Gina: yellow

Father: and that one is↗

Gina: pink 20

Father: good girl (.) lets see (1) whats your favourite one↘

Gina: the PINK one

7

Maia:	whats your favourite colour gina↗	
Gina:	/ɔɪwə/ them (.) i like every colours	
Maia:	so you like shades	25
Gina:	I LIKE EVERY COLOURS (.) IN (.) IN /də/ WORLD	
Father:	thats quite a lot of colours (2) do you not have <u>one</u> favourite	
Gina:	i pay for it with my money	
Father:	you pay for it with your money do you↗ (.) how much money have you got↘	
Gina:	FOUR POUNDS	30
Father:	WOW (1) youre <u>rich</u>	
Maia:	<u>daddys</u> rich because hes got twenty three pounds	
Father:	oh is that (.) more (.) how much more is that↗	
Maia:	no no <u>ten</u>	
Father:	no youve just made the maths easier	35
Gina:	// /wɒʔ/↗	
Maia:	can i go twenty	
Gina:	what↗ //	40
Father:	okay	

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[italics] = paralinguistic features<*italics*> = contextual information

UPPER CASE = words spoken with increased volume

°word° = words spoken with decreased volume

↗ = upward intonation

↘ = downward intonation

/wɪv/ = phonemic representation of speech sounds

REFERENCE TABLE OF IPA PHONEMIC SYMBOLS (RECEIVED PRONUNCIATION)

1 Consonants of English		2 Pure vowels of English	
/ f /	<u>f</u> at, rou <u>gh</u>	/ iː /	be <u>a</u> t, kee <u>p</u>
/ v /	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e	/ ɪ /	b <u>i</u> t, t <u>i</u> p, bu <u>s</u> y
/ ə /	<u>t</u> heatre, <u>th</u> ank, ath <u>l</u> ete	/ e /	b <u>e</u> t, ma <u>n</u> y
/ ð /	<u>t</u> his, <u>th</u> em, <u>w</u> ith, <u>e</u> ither	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, think <u>s</u> , loss <u>e</u> s	/ ʌ /	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/ z /	<u>z</u> oo, be <u>d</u> s, eas <u>y</u>	/ aː /	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ ʃ /	<u>s</u> ugar, bu <u>sh</u>	/ ɒ /	po <u>t</u> , wa <u>n</u> t
/ ʒ /	plea <u>s</u> ure, be <u>i</u> ge	/ ɔː /	po <u>r</u> t, sa <u>w</u> , ta <u>l</u> k
/ h /	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ ə /	<u>a</u> bout, sudd <u>e</u> n
/ p /	<u>p</u> it, to <u>p</u>	/ ɜː /	wo <u>r</u> d, bi <u>r</u> d
/ t /	<u>t</u> ip, po <u>t</u> , ste <u>p</u>	/ ʊ /	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/ k /	<u>k</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/ uː /	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e
/ b /	<u>b</u> ad, ru <u>b</u>		
/ d /	ba <u>d</u> , <u>d</u> im	3 Diphthongs of English	
/ g /	<u>g</u> un, bi <u>g</u>	/ eɪ /	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/ tʃ /	<u>ch</u> urch, lun <u>ch</u>	/ aɪ /	t <u>i</u> me, <u>h</u> igh, di <u>e</u>
/ dʒ /	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/ ɔɪ /	bo <u>y</u> , no <u>i</u> se
/ m /	<u>m</u> ad, ja <u>m</u> , sma <u>ll</u>	/ aʊ /	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/ n /	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/ əʊ /	bo <u>a</u> t, h <u>o</u> me, kn <u>o</u> w
/ ŋ /	si <u>ng</u> er, lon <u>g</u>	/ ɪə /	<u>ea</u> r, <u>he</u> re
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	<u>ai</u> r, ca <u>re</u> , cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ ʊə /	cu <u>r</u> e, ju <u>r</u> y
/ w /	<u>o</u> ne, <u>w</u> hen, <u>s</u> weet		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh-oh		

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