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Cambridge Assessment International Education

# Cambridge International AS & A Level

**ENGLISH LANGUAGE** **9093/32**

Paper 3 Language Analysis **February/March 2024**

**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 [ ].

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## 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

Extracts from *The London adviser and guide: containing every instruction and information useful and necessary to persons living in London, and coming to reside there*, written in 1786

*Cautions againſt Fire.*

13. To guard againſt fire, every maſter or miſtreſs of a family ſhould be particularly attentive, that ſervants put every fire out before they go to bed, and that they put out the candles in their own room; for if a fire does not begin in your own houſe, as watchmen[1] are always about to give notice, there is ſufficient time to eſcape. But if families ſhould be ſo unfortunate as to be ſurprised by fire, and cannot eſcape at the door, they ſhould by all means endeavour to be cool, and not be too much alarmed—fear overcomes reaſon, and will prevent ſtudying our ſafety. If there be no way out at the top of the houſe; from the firſt floor windows, or even from the ſecond, a perſon might eſcape by tying the blankets and ſheets together, faſtening one end to a chair, with the window half down, and throwing the other end out, and lowering himſelf down by the blankets, &c. the window will prevent the chair following you.

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15. As a preſervative againſt fires, every pariſh is furniſhed with long ladders: theſe are kept at certain places, and every family ſhould know where they are kept, and write it down, and fix the writing in some conſpicuous part of the houſe, as alſo in what ſituation the fire-plugs[2] are; by doing this, people can always have recourſe to them.

16. If families have any thing to preſerve more than ordinary; for example, ſhop-books, books of account, writings, bank-notes, caſh, &c. as theſe things take but little room, it would be adviſeable for thoſe who have no other ſecure place, to put them every night into a bag, and place them in their chamber by their cloaths; they can thus be readily carried off.

17. Some families have ſtone-cloſets[3], others have iron cheſts, but the above method would be almoſt equally as ſecure.

18. Tradeſmen would do well to keep duplicates of their books, and lodge one ſet in the houſe of a friend; the occurrences of a week might be tranſcribed at the week's end.

[1] *watchmen*: individuals who patrolled the streets of London at night before the creation of a police force
[2] *fire-plugs*: places where fire-hoses could be connected to a mains water supply
[3] *ſtone-cloſets*: storage boxes made of stone; the equivalent of a safe

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**Text B**

Five of the top adjectives following the phrase ‘be cool and …’ from the Early English Books Online corpus (1620–1690) and the Corpus of Contemporary American English (1990–2019)

| ‘be cool and …’ (1620–1690) | ‘be cool and …’ (1990–2019) |
|---|---|
| moderate | stylish |
| temperate | laid-back |
| silent | open-minded |
| serious | groovy |
| unconcerned | charming |

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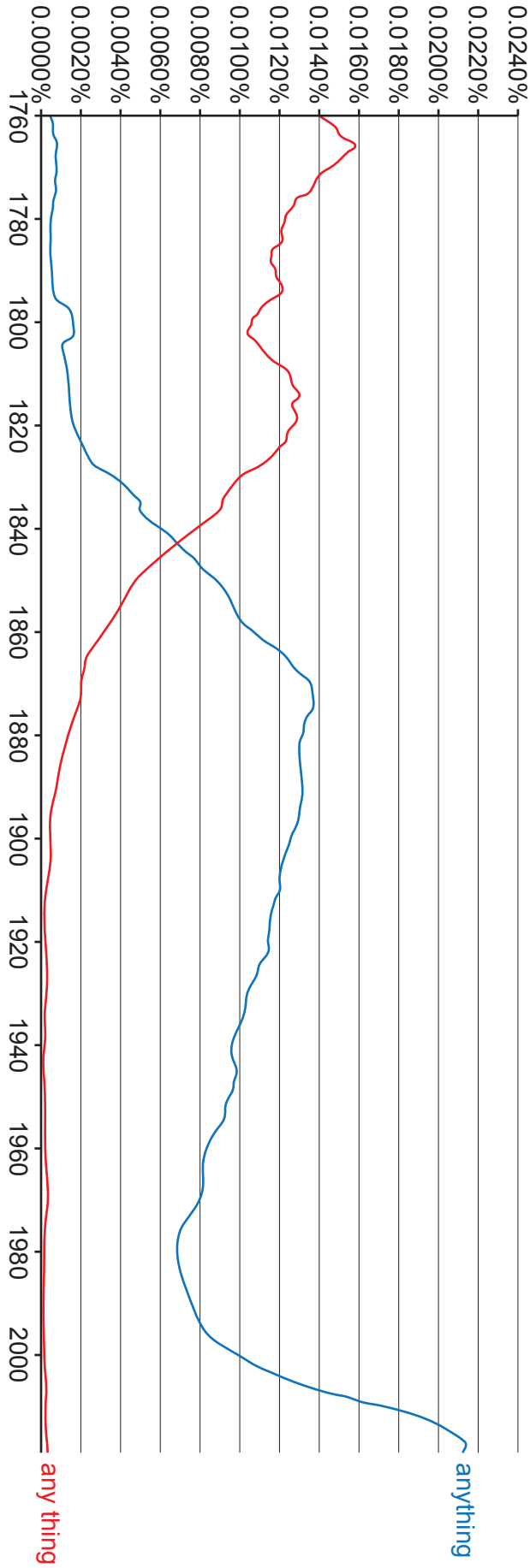
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**Text C**

*n*-gram graph for *any thing* and *anything* (1760–2019)




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## Section B: Child language acquisition

### Question 2

Read the following text, which is a transcription of a conversation between Charlie (age 5) and his mother. They are just about to have breakfast.

Analyse ways in which Charlie and his 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. [25]

**Mother:** charlie (.) would you like to come to the table please↘

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**Mother:** come on (1) okay (1) IM doing it now <*Charlie starts to cry*> right (.) do it properly then

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## REFERENCE TABLE OF International Phonetic Alphabet (IPA) PHONEMIC SYMBOLS (RECEIVED PRONUNCIATION)

| 1 Consonants of English | | 2 Pure vowels of English | |
|---|---|---|---|
| / f / | fat, rough | / iː / | beat, keep |
| / v / | very, village, love | / ɪ / | bit, tip, busy |
| / ɵ / | theatre, thank, athlete | / e / | bet, many |
| / ð / | this, them, with, either | / æ / | bat |
| / s / | sing, thinks, losses | / ʌ / | cup, son, blood |
| / z / | zoo, beds, easy | / aː / | car, heart, calm, aunt |
| / ʃ / | sugar, bush | / ɒ / | pot, want |
| / ʒ / | pleasure, beige | / ɔː / | port, saw, talk |
| / h / | high, hit, behind | / ə / | about, sudden |
| / p / | pit, top | / ɜː / | word, bird |
| / t / | tip, pot, steep | / ʊ / | book, wood, put |
| / k / | keep, tick, scare | / uː / | food, soup, rude |
| / b / | bad, rub | | |
| / d / | bad, dim | **3 Diphthongs of English** | |
| / g / | gun, big | / eɪ / | late, day, great |
| / tʃ / | church, lunch | / aɪ / | time, high, die |
| / dʒ / | judge, gin, jury | / ɔɪ / | boy, noise |
| / m / | mad, jam, small | / aʊ / | cow, house, town |
| / n / | man, no, snow | / əʊ / | boat, home, know |
| / ŋ / | singer, long | / ɪə / | ear, here |
| / l / | loud, kill, play | / eə / | air, care, chair |
| / j / | you, beyond | / ʊə / | cure, jury |
| / w / | one, when, sweet | | |
| / r / | rim, bread | | |
| / ʔ / | uh-oh | | |

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