

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
swelling with a full gale in fair weather,
10 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
dangerous rock, or wracked² by some
disasterous tempest, or sunk by some leak
sprung in her by some accident, me seemeth,
15 I see the case of some Court-favourite³,
who today dazeleth all mens eyes with the
splendour of his glory, and with the proud
and potent beak⁴ of his powerfull prosperity
cutteth the waves and ploweth through the
press of the vulgar, and scorneth to fear any
cross winds from above, and yet to morrow
20 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
25 misfortune. I will not therefore adventure
with the greedy shepherd to change my
sheep into a ship of adventure, on the sight
of a calm sea.

CHAP. XXII.

When a storm drives me to shelter me 30
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 ;
I would be worse to be drowned with the 45
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

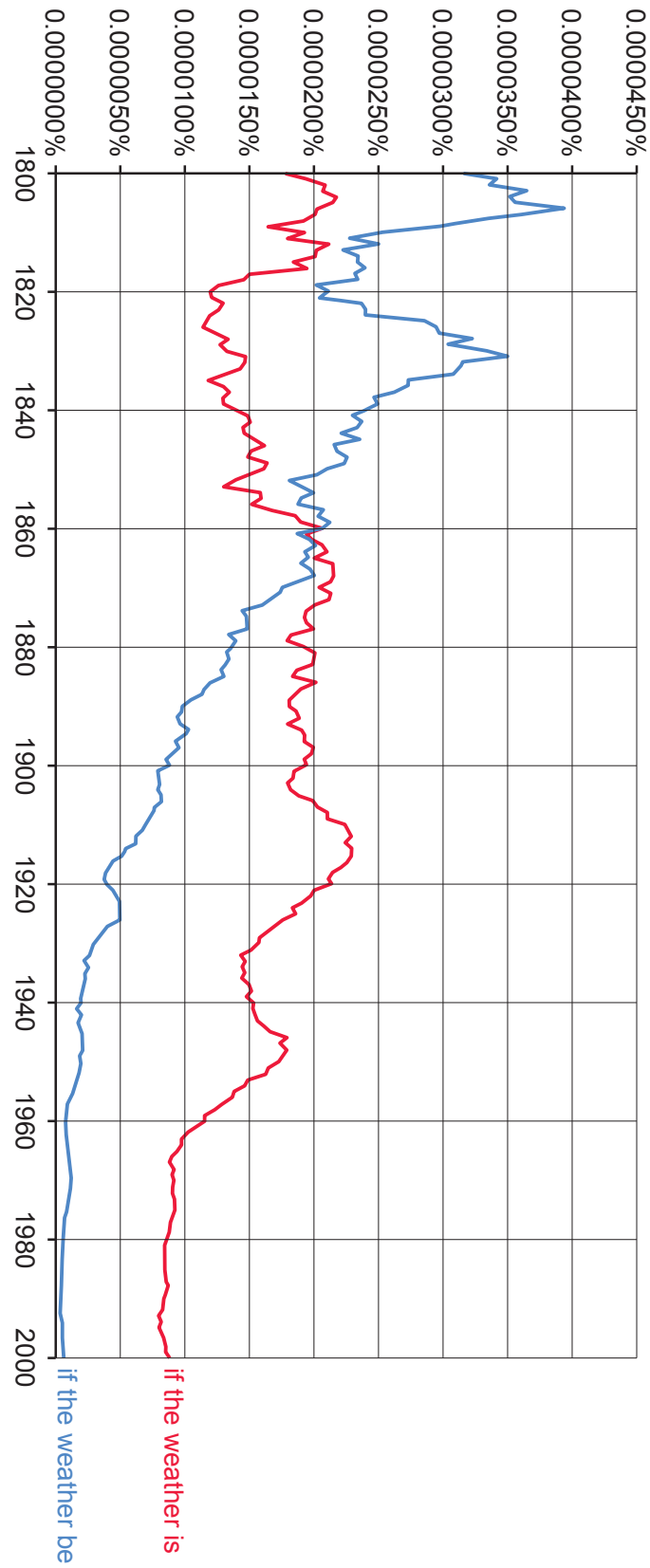
Text B

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)



BLANK PAGE

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

Maia:	whats your favourite colour gina↗	
Gina:	/ɒɪwə/ 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>d</u> addys 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>th</u> eatre, <u>th</u> ank, ath <u>l</u> ete	/ e /	b <u>e</u> t, m <u>a</u> ny
/ ð /	<u>th</u> is, <u>th</u> em, w <u>ith</u> , e <u>ith</u> er	/ æ /	b <u>a</u> t
/ s /	<u>s</u> ing, thin <u>k</u> s, lo <u>ss</u> es	/ ʌ /	c <u>u</u> p, s <u>o</u> n, blo <u>o</u> d
/ z /	<u>z</u> oo, bed <u>s</u> , eas <u>y</u>	/ aː /	c <u>a</u> r, he <u>a</u> rt, c <u>a</u> lm, <u>a</u> unt
/ ʃ /	<u>s</u> ugar, bu <u>sh</u>	/ ɒ /	p <u>o</u> t, w <u>a</u> nt
/ ʒ /	pleas <u>u</u> re, beig <u>e</u>	/ ɔː /	p <u>o</u> rt, s <u>a</u> w, t <u>a</u> lk
/ h /	<u>h</u> igh, <u>h</u> it, beh <u>ind</u>	/ ə /	<u>a</u> bout, sudd <u>e</u> n
/ p /	<u>p</u> it, to <u>p</u>	/ ɜː /	w <u>o</u> rd, b <u>i</u> rd
/ t /	<u>t</u> ip, p <u>o</u> t, ste <u>ep</u>	/ ʊ /	b <u>o</u> ok, w <u>o</u> od, p <u>u</u> t
/ k /	<u>k</u> ee <u>p</u> , t <u>i</u> ck, sc <u>a</u> re	/ uː /	f <u>o</u> od, s <u>o</u> up, r <u>u</u> de
/ b /	<u>b</u> ad, ru <u>b</u>		
/ d /	b <u>a</u> d, <u>d</u> im	3 Diphthongs of English	
/ g /	<u>g</u> un, b <u>i</u> g	/ eɪ /	l <u>a</u> te, d <u>a</u> y, gr <u>e</u> at
/ tʃ /	<u>ch</u> urch, lun <u>ch</u>	/ aɪ /	t <u>i</u> me, h <u>i</u> gh, d <u>i</u> e
/ dʒ /	<u>j</u> udge, <u>g</u> in, j <u>u</u> ry	/ ɔɪ /	b <u>o</u> y, n <u>o</u> ise
/ m /	<u>m</u> ad, j <u>a</u> m, sm <u>a</u> ll	/ aʊ /	c <u>o</u> w, h <u>o</u> use, t <u>o</u> wn
/ n /	m <u>a</u> n, <u>n</u> o, s <u>n</u> ow	/ əʊ /	b <u>o</u> at, h <u>o</u> me, kn <u>o</u> w
/ ŋ /	s <u>ing</u> er, l <u>ong</u>	/ ɪə /	<u>ear</u> , h <u>ere</u>
/ l /	<u>l</u> oud, k <u>ill</u> , pl <u>a</u> y	/ eə /	<u>air</u> , c <u>are</u> , ch <u>air</u>
/ j /	<u>y</u> ou, bey <u>ond</u>	/ ʊə /	<u>cure</u> , j <u>ury</u>
/ w /	<u>o</u> ne, <u>w</u> hen, s <u>w</u> ee <u>t</u>		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh <u>_</u> oh		

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.