Cambridge Assessment International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/33**

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.

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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

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

CHAP. XXI.

WHen 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, putting out of the haven into the ſmooth main[1], and drawing the ſpectators' eyes, with a well-wiſhing admiration, and ſhortly hear of the ſame ſhip ſplitted againſt ſome dangerous rock, or wracked[2] by ſome diſaſterous tempeſt, or ſunk by ſome leake ſprung in her by ſome accident, me ſeemeth, I ſee the caſe of ſome Court-favourite[3], who today dazeleth all mens eyes with the ſplendour of his glory, and with the proud and potent beak[4] 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 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'd[2], and ſo concludes his voyage in miſery and 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.

WHen 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 powreth[5] on me that wet which it 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 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 anger of my ſtorming friend alſo.

Notes:
[1]*main*: sea
[2]*wracked, wrack'd*: wrecked
[3]*Court-favourite*: a person treated with special preference by a royal figure
[4]*beak*: the front of a ship
[5]*powreth*: pours

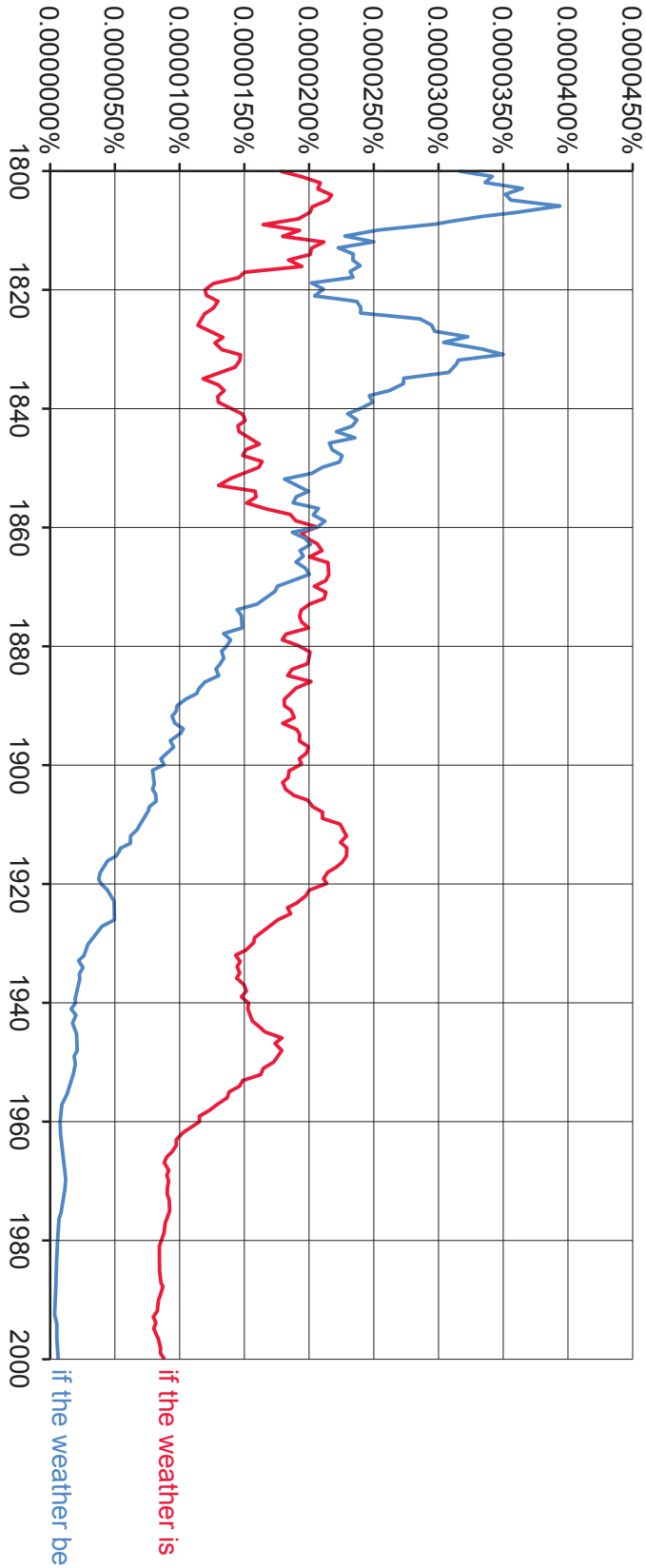
Text B

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

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>da</u>ddys 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
<u>underlined</u> = 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

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REFERENCE TABLE OF 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
/ θ /	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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