



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/33

Paper 3 Language Analysis

May/June 2022

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

An extract from a travel memoir consisting of letters written by the French writer Marie-Catherine d'Aulnoy in 1737. Here she describes the way of life and accommodation that she has seen during her travels to Madrid in Spain.

They change their Furniture several times a Year : Their Winter Beds are of Velvet, trimm'd with thick Galoons¹ of Gold ; but they are so low, and the Valens² so deep, that one is as if they were bury'd in them ; and when one is in Bed, the Border of the Valens lying almost upon the Counterpane³, one can hardly be seen. In Summer they have neither Curtains nor any thing else about the Bed. This looks very ill. Sometimes they hang coloured Gauze, to keep off the Gnats. 5

In Winter they have their Apartments very high, sometimes in the fourth Story according as the Cold increases, to keep them from it. At present they use their Summer Lodgings, which are low, and very commodious⁴. All their Houses have a great many Rooms on a Floor ; you go through a dozen or fifteen Parlours or Chambers one after another. Those which are the worst lodged have six or seven. The Rooms are generally longer than they are broad. The floors and Ceilings are neither painted nor gilt ; they are made of Plaster quite plain, but so white, that they dazzle one's Eyes ; for every Year they are scrap'd and whited as the Walls, which look like Marble, they are so well polish'd. The Court to their Summer Apartments is made of certain Matter, which, after it has had ten Pails of Water thrown upon it, yet is dry in half an Hour, and leaves a pleasant Coolness ; so that in the Morning they water all, and a little while after they spread Mats or Carpets made of very fine Rushes, which cover all the Pavement. The whole Apartments are hung with the same small Mat about the depth of an Ell⁵, to hinder the Coldness of the Walls from hurting those which lean against them. On the top of these Mats there are hung Pictures and Looking Glasses. The Cushions, which are of Gold and Silver Brocade, are placed upon the Carpet ; and the Tables and Cabinets are very fine ; and at little Distances there are set Silver Cases or Boxes, filled with Orange and Jeffamin-Trees⁶. In their Windows they set things made of Straw, to keep the Sun out ; and in the Evenings they walk in their Gardens. 10 15 20 25 30

¹ *galoon*: a decorative woven trim (modern spelling is *galloon*)

² *valens*: material which hangs down over the side of a mattress or bed (modern spelling is *valance*)

³ *counterpane*: a decorative cover for a bed

⁴ *commodious*: large and comfortable

⁵ *ell*: a historical unit of measurement

⁶ *Jeffamin*: archaic spelling for the flowering plant 'jasmine'

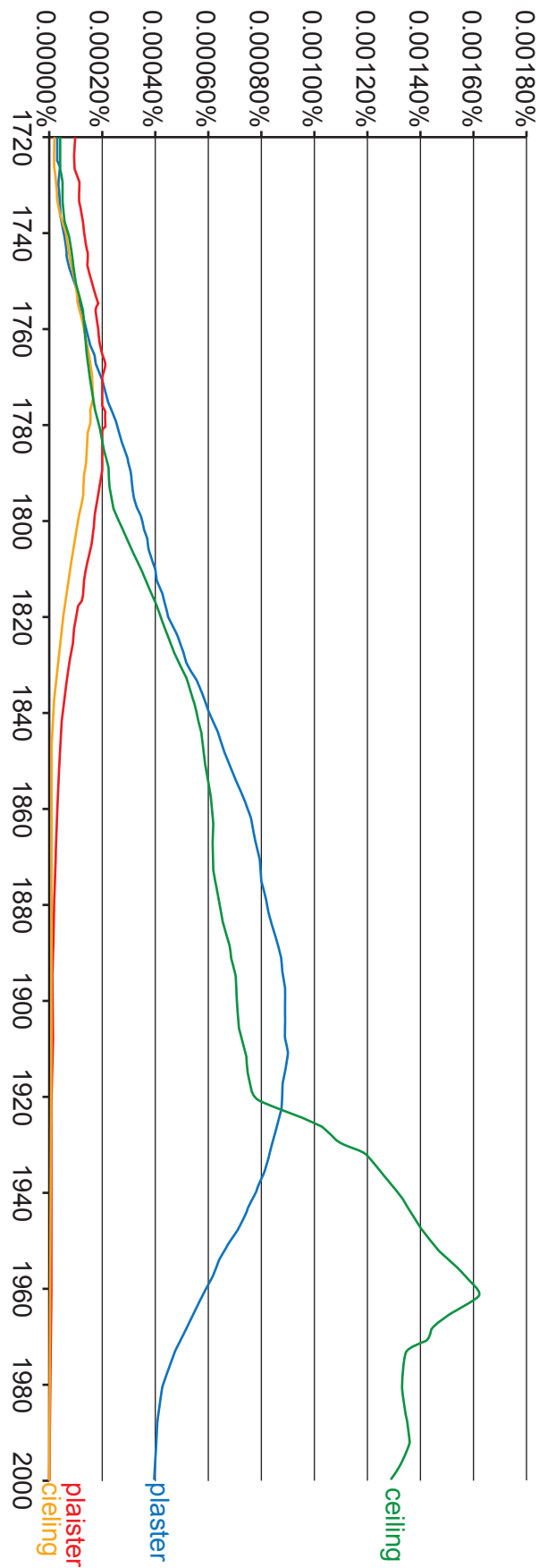
Text B

Eight of the top collocates of 'ill' from the Early English Books Corpus (1470s–1690s) and from the British National Corpus (1980s–1993)

'ill' (1470s–1690s)	'ill' (1980s–1993)
fortune	health
affected	seriously
successes	taken
doing	became
luck	patients
consequences	ease
usage	fell
humours	feel

Text C

n-gram graph for *plaster*, *plaister*, *ceiling* and *cieling* (1720–2000)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Mia (age 4 years) and her uncle. They are discussing the baby Mia's mother is expecting.

Analyse ways in which Mia and her uncle 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]

- Uncle:** what is it going to be↗ (.) a boy or a girl
- Mia:** i dont (1) we dont know yet↘
- Uncle:** what do you want it to be
- Mia:** girl
- Uncle:** why 5
- Mia:** because its pretty
- Uncle:** girls are pretty↗
- Mia:** yes
- Uncle:** but boys are handsome
- Mia:** boys are not pretty 10
- Uncle:** boys arent pretty↗ (.) your brothers handsome↗ (2) so you want a girl↘ (.) thats what you want (.) a sister↗ what do you want to name her↘
- Mia:** /ʒɒli:/
- Uncle:** dolly↗
- Mia:** /ʒɒli:/ 15
- Uncle:** /ʒəʊli:/↗
- Mia:** jolly
- Uncle:** jolly↘ (1) thats a pretty good name
- Mia:** its a girl name
- Uncle:** yeah 20
- Mia:** i love that name
- Uncle:** so whats your favourite animal in like the whole wide world↘
- Mia:** crocodiles
- Uncle:** why

- Mia:** because peter pan¹ (.) peter pan has a cr crocodile in it ↗ (.) in it 25
- Uncle:** no way
- Mia:** it does↘ (4) my favourite /æmɪnəlz/ are crocodiles and snakes↘
- Uncle:** /uɪw/ (.) i dont like snakes
- Mia:** i dont like them either but /dəʊz/ are my
// 30
- Uncle:** wait wait wait (1) youve just said your favourite
animals a snake and then you said i dont like them either (2) do you like snakes↗
- Mia:** i like snakes (.) only if theyre nice snakes
- Uncle:** what kind of snakes are nice
- Mia:** well i dont know kind of snakes (.) i dont know if theyre nice but 35
- Uncle:** big snakes or little snakes↗
- Mia:** little snakes or or big snakes (1) i dont know which snakes (.) i dont know
which snakes are nice
- Uncle:** have you ever picked up a snake before
- Mia:** no 40
- Uncle:** cos youre scared of them
- Mia:** no↘
- Uncle:** youre not scared of them
- Mia:** i like them
- Uncle:** oh thats right you like them 45
- Mia:** im not scared of ANYTHING

¹*peter pan*: a fictional story

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 International Phonetic Alphabet (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>e</u> lete	/ e /	be <u>t</u> , ma <u>n</u> y
/ ð /	<u>th</u> is, <u>th</u> em, <u>wi</u> th, <u>ei</u> ther	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, <u>thi</u> nk <u>s</u> , lo <u>ss</u> es	/ ʌ /	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/ z /	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ aː /	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, a <u>u</u> nt
/ 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> , <u>t</u> ick, 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, lu <u>nc</u> h	/ aɪ /	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/ dʒ /	<u>j</u> udge, gi <u>n</u> , ju <u>ry</u>	/ ɔɪ /	bo <u>y</u> , noi <u>s</u> e
/ 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> , <u>n</u> o, <u>s</u> no <u>w</u>	/ əʊ /	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/ 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>ry</u>
/ w /	<u>o</u> ne, <u>w</u> hen, <u>s</u> we <u>t</u>		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh_ <u>o</u> h		

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