



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/31

Paper 3 Language Analysis

May/June 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 [].

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 evidence given and questions asked in a criminal court case in London in 1793

SARAH WILLIAMS was indicted¹ for stealing on the 7th of November, one piece of printed cotton, containing fourteen yards², value 1l. 8s.³ the goods of William Rotten.

WILLIAM ROTTEN *sworn*.

5 WILLIAM ROTTEN: I am a linen draper⁴ in Oxford-street. I lost the cotton on Thursday the 7th of November; these printed cottons I lost with some others that were tied at the door. I saw the prisoner looking at these things; after she had looked at them, and 10 examined them some little time, she made a motion to come into the shop; she put one foot upon the threshold of the door, and without any questions, or looking to see if she saw any body, she immediately turned short, and went 15 round the corner of our house, the corner of Oxford-market Court; I suspected her going to take something, going away so suddenly; and I was going towards the shop door to see, and a young man at the time, asked me, if I 20 had lost any thing? I looked at the prints at the door, and found there were some gone; I went after the woman, and in Oxford-market, I caught hold of her about forty yards from the house; as I laid hold of her hand to bring her back, I saw the prints under her arm; when I 25 led her back about five yards, she let them fall; a person that was by, immediately told me of it, and picked them up, and gave them me.

Q. What did you do on that information?

WILLIAM ROTTEN: He brought 30 them, and gave them to me, and I took them into the shop with the prisoner. I was not gone a yard from the place where she dropped them.

Q. In what manner was the print that you 35 see under her arm, had she a cloak on, or not? Did you see the print, or did you not?

WILLIAM ROTTEN: I see the prints; her cloak flew back when I caught hold of her arm. 40

Q. Was it all one figure, or different figures?

WILLIAM ROTTEN: Two different patterns.

Q. Can you say for a certainty, they are 45 the same patterns that you missed?

WILLIAM ROTTEN: Yes, I had them counted immediately.

Q. Do you know this property to be 50 your's, except from the pattern?

WILLIAM ROTTEN: I know it from the shop mark, a mark of my own invention, it is a character, neither letters, nor figures.

¹*indicted*: brought before a court on a charge of having committed a crime

²*yards*: the plural of 'yard', a unit of measurement for length, slightly less than a metre

³*1l. 8s.*: the value of the goods in the local currency of the time

⁴*linen draper*: someone who sells cloths and fabrics

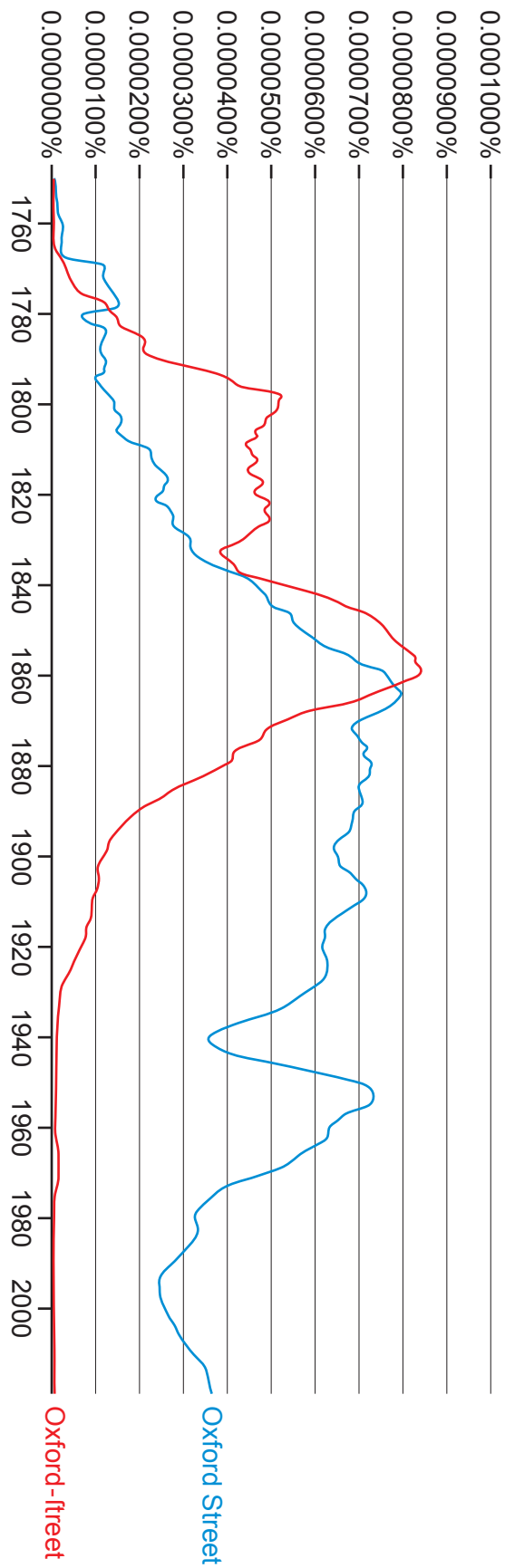
Text B

The top five collocates preceding 'figure' and 'pattern' from the British National Corpus (1980s–1993)

'figure'	'pattern'
central	similar
key	general
leading	new
tall	different
public	basic

Text C

n-gram graph for *Oxford Street* and *Oxford-freet* (1750–2019)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Samir (age 4 years) and his mother. Samir is having a bath.

Analyse ways in which Samir 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:** samir (.) are you okay↗
- Samir:** yeah (.) okay
- Mother:** right (2) is the water warm enough for you↗
- Samir:** yeah (1) bit hot
//
- Mother:** is it a bit hot↗
//
- Samir:** yeah (.) but i dont mind it
- Mother:** well (.) the house isnt very warm (.) so i thought (.) a nice warm bath
- Samir:** oh (.) yeah
//
- Mother:** and ive just had one
- Samir:** know the freezing water we had↗
- Mother:** yes (.) i think
//
- Samir:** and (.) um (.) every time you put it on me it tickles↗
//
- Mother:** tickles (.) yeah (.) i know
it wasnt very warm (.) it wasnt cold water but (.) it wasnt very warm (.) was it ↘
(1) tepid (1) lukewarm
- Samir:** lukewarm
- Mother:** thats the word samir (1) lukewarm
- Samir:** luke is warm [*laughs*]
- Mother:** [*laughs*] like your friend (.) your friend called luke (.) when he gets his jumper on
- Samir:** mum↘ (.) my necks always (1) i need to wash my neck
- Mother:** do you (1) well (1) your
neck is a place that can get grubby (1) and it needs a good wash
//
- Samir:** it always tells me when
it needs a wash
- Mother:** who tells you↘

- Samir:** my neck (1) my neck (.) then it dries up (.) my neck
- Mother:** i thought you said somebody told you when your neck needed a wash (1) i was wondering who told you that your neck needed washing 35
- Samir:** // who did\ (.) someone did
- Mother:** // did they↗ (1) who told you that\ 40
- Samir:** YOU
- Mother:** oh (1) well (1) i do (1) always telling you to get your neck washed aren't i\
- Samir:** i always know it (1) it's okay if i play and my hair gets wet↗
- Mother:** yes (.) cos i'm gonna wash your hair anyway (.) in a minute (1) i've just washed mine 45
- Samir:** MUM (1) i want some water on my head
- Mother:** do you\ (1) well (1) it's all right (.) if you want to wet your head

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, w <u>ith</u> , e <u>ith</u> er	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, thin <u>k</u> s, 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	/ aɪ /	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	/ ɔɪ /	po <u>r</u> t, sa <u>w</u> , ta <u>k</u>
/ h /	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ ə /	a <u>b</u> out, su <u>dd</u> en
/ p /	<u>p</u> it, to <u>p</u>	/ ɜɪ /	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	/ uɪ /	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, 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> , no <u>ise</u>
/ 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>wn</u>
/ n /	ma <u>n</u> , no <u>,</u> sno <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 /	ea <u>r</u> , he <u>r</u> e
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	a <u>ir</u> , ca <u>r</u> e, 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, swe <u>t</u>		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh <u>_</u> oh		

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