



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/33

Paper 3 Language Analysis

October/November 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.

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 the introduction to a book of recipes entitled *The House-keeper's Pocket-Book*, written by Sarah Harrison in 1739

TO THE
HOUSE-WIVES
IN
GREAT-BRITAIN.

LADIES,

5



INCE my first Endeavours in this Way, (imperfect as they were) through your Indulgence, have met with a very favourable Reception from the Publick, I thought my self oblig'd, in Gratitude, to revise the former Impression of this Work, to digest it in some better and more regular Method, and to improve it, as far as in me lay, by procuring a large Number of new, useful and scarce Receipts¹, such as never appear'd in any Collection before, and were to be met with no where but in the Closets of the Curious.

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In order, therefore, to prosecute² this my Design with the better Success, and to render this Compiement equal, at least, if not preferable to any other hitherto extant³, tho' held up at a much higher Price ; I have not only consulted all my Female Friends and Acquaintance, who have distinguish'd themselves by their good OEconomy, and have acted for many Years in the Capacity of House-keepers in private Families ; but have made my Application likewise to some particular Gentlemen of indisputable Judgment, who make the Art of Cookery in general their daily Study, and publick Employment. And since I have had the Happiness of their friendly Advice and Assistance join'd to my own long Experience, I flatter my self that the following Sheets will be look'd upon as *A Compleat System of a Housekeeper's Duty* ; and that the Bills of Fare⁴ which I have here given you are so artfully contrived, so useful, and so copious, that they will never be surpass'd by any future Author on this Topick.

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To conclude, and that I may not trespass too far on
 your Patience and good Nature, or take up too much
 of your Time from the more important Affairs of your
 Families, I hereby ingenuously acknowledge, that I have
 exerted all the Art and Industry I can boast of, in the
 Completion of this POCKET-BOOK, compil'd for your
 Service, and intended as your Daily Remembrancer ; and
 that I am not conscious to my self of having omitted one
 Article of any real Importance to be further known ; and
 therefore, such as it now appears to be, I freely submit it to
 the Censure or Approbation⁵ of the candid and impartial
 Reader. I am, with all due Submission and Respect,

LADIES,

Your most humble,

and obedient Servant,

SARAH HARRISON.

Notes:

¹ *Receipts*: recipes

² *profecute*: complete

³ *hitherto extant*: previously in existence

⁴ *Bills of Fare*: lists of food; menus

⁵ *Censure or Approbation*: criticism or approval

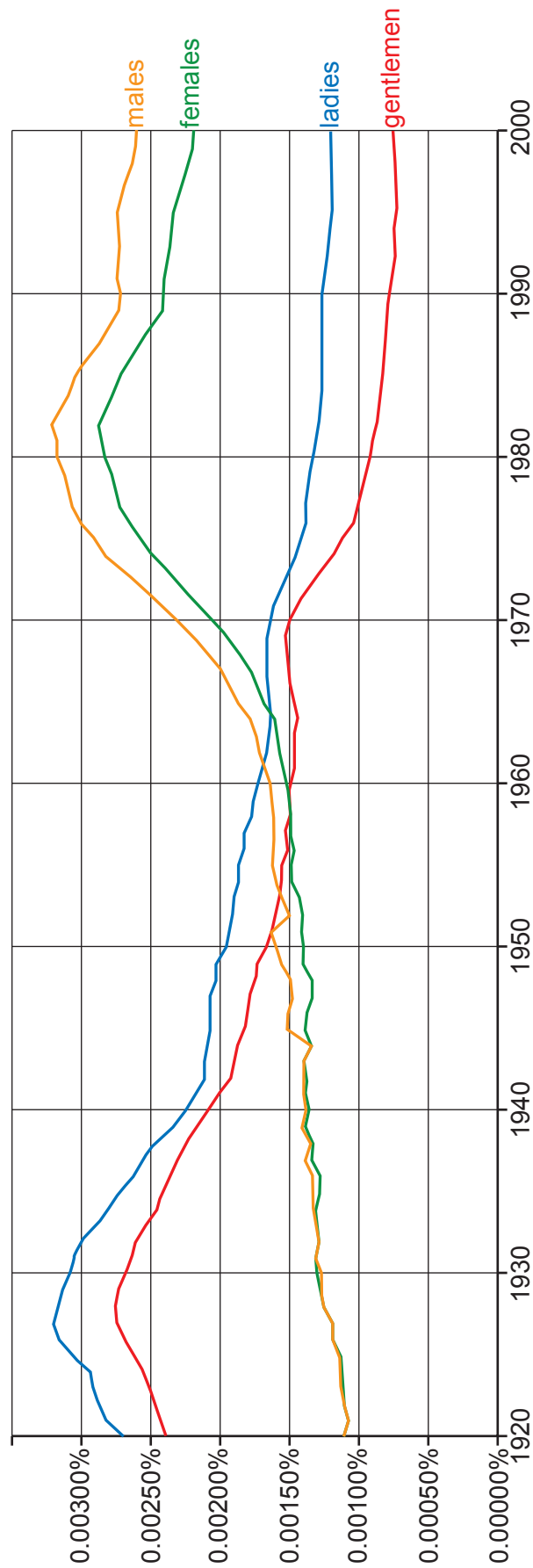
Text B

The top six objects of the verb 'prosecute' in the English Historical Book Collection corpus (books from 1473 to 1800) and in the English Web 2015 corpus (texts collected from the internet in 2015)

'prosecute...' 1473–1800	'prosecute...' 2015
design	attorney
war	perpetrator
voyage	offender
victory	trafficker
warre	criminal
sute	crime

Text C

n-gram graph for the words *ladies*, *gentlemen*, *females* and *males* (1920–2000)



Section B: Child language acquisition**Question 2**

Read the following text, which is a transcription of a conversation between Henry (age 5 years) and his father. They are at home having a snack.

Analyse ways in which Henry and his 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]

Father: is that yours there↗

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Henry: okay↘

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>	/i:/	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, ma <u>n</u> y
/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, thi <u>nk</u> s, lo <u>ss</u> es	/ʌ/	c <u>u</u> p, s <u>o</u> n, bl <u>oo</u> d
/z/	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/ɒ/	p <u>o</u> t, w <u>a</u> nt
/ʒ/	plea <u>s</u> ure, be <u>i</u> ge	/ɔ:/	p <u>o</u> rt, 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>	/ɜ:/	wo <u>r</u> d, bi <u>r</u> d
/t/	<u>t</u> ip, po <u>t</u> , ste <u>p</u>	/ʊ/	b <u>oo</u> k, wo <u>o</u> d, p <u>u</u> t
/k/	<u>k</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/u:/	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/	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/dʒ/	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/ɔɪ/	bo <u>y</u> , no <u>i</u> se
/m/	<u>m</u> ad, ja <u>m</u> , sm <u>a</u> ll	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/n/	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kn <u>o</u> w
/ŋ/	si <u>ng</u> er, lo <u>ng</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/	c <u>u</u> re, ju <u>r</u> y
/w/	<u>o</u> ne, <u>w</u> hen, <u>s</u> weet		
/r/	<u>r</u> im, br <u>ea</u> d		
/ʔ/	uh-oh		

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