Cambridge Assessment International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/31**

Paper 3 Language Analysis **October/November 2023**

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

An extract taken from a description of a hospital for disabled and retired soldiers, published in 1695. This section gives an account of how food is prepared and served in the hospital.

> The *Cooks* take the Meat out of the *Pots* and *Boylers* about Eight a Clock in the Morning, to dreſs and divide it into Portions; about Ten a Clock the *Meſſes*[1] are prepared, and ready to be ſerved in at Eleven a Clock: And that they may be the more exact in making thoſe Portions equal and of weight, ſo as every one may have what is his due, they weigh firſt about half a dozen of Portions that are placed before the *Cooks* to ſerve them as Patterns and Models, by which they are to judge how the reſt of the Portions of the like weight are to be made, or as near to them as poſſible. About half an hour after Ten a Clock, the *Pottage*[2] being made ready by the *Cooks* in the *Boylers* , the ſame is carried in large *Portable Kettles* by the Servants of the *Refectories*[3], who come into the *Kitchen* and carry it away into the *Refectories*, and fill all the *Porringers*[4] that they find already ranged in order on the Tables, and which the Soldiers take care to garniſh with Bread cut into them: Theſe *Soupes* are ſo very good , that they who have the Curioſity to ſee the ſame prepared, are ſurpriſed at it , becauſe of the great quantity that is uſed; but it muſt alſo be conſidered what care is taken to have it ſo. For in all other Houſes the *Cooks* have a prevailing Cuſtom to take all the *Fat* and *Dripping* of the boyl'd and roaſt Meat for themſelves, as being a Profit and Perquiſite[5] of their Place, as they reckon it; but here it is otherwiſe; wherefore that the *Pottage* ſhould be ſo much the better, it is ordered by the *Adminiſtrator-General*, that the *Cook's* Wages ſhould be raiſed.

[1]*Meſſes:* food (especially in the military)
[2]*Pottage:* soup or stew
[3]*Refectories:* dining rooms in an institution
[4]*Porringers:* small bowls, usually with a handle
[5]*Perquiſite:* a benefit to which employees are entitled, beyond a salary

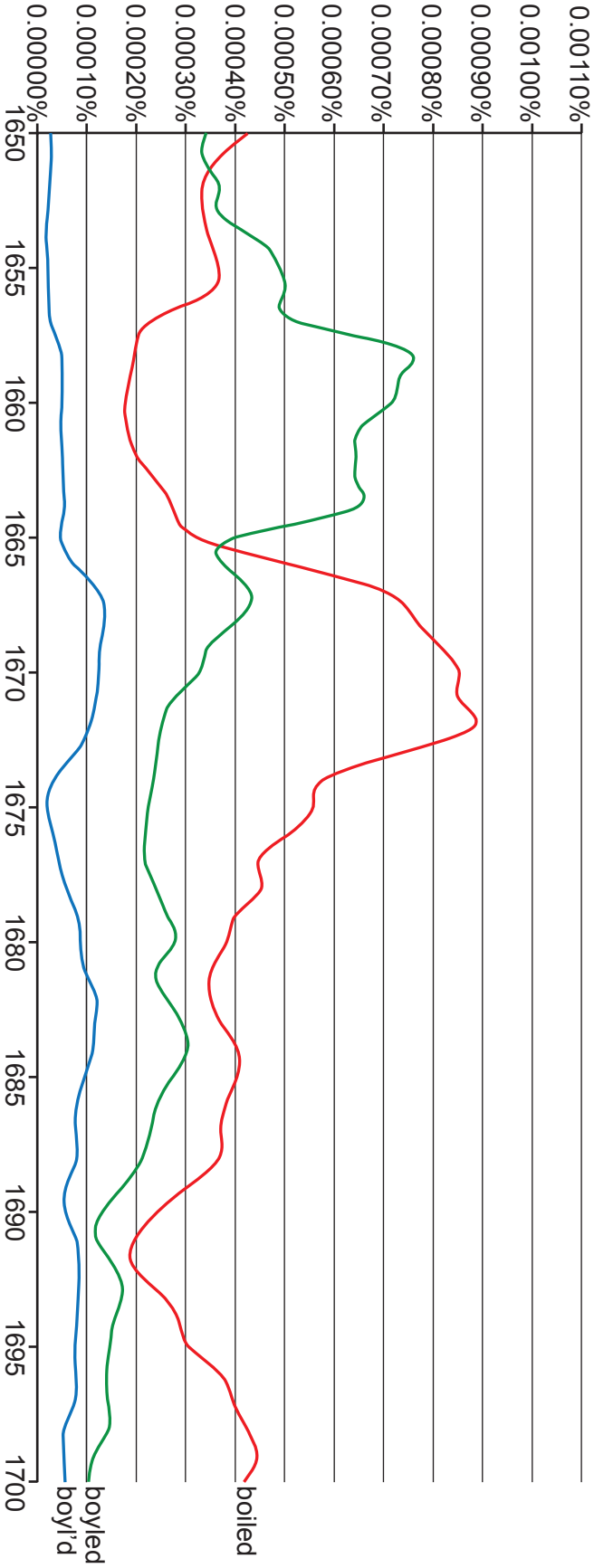
Text B

Collocates for ‘kettle’ and ‘pot’ from the British National Corpus (1980s–1993)

‘kettle’	‘pot’
put	tea
boil	coffee
fish	plant
filled	melting
water	hot
different	gold
electric	cooking
coffee	luck

Text C

n-gram graph for the words *boiled*, *boyled* and *boyl'd* (1650–1700)



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Section B: Child language acquisition

Question 2

Read the following texts. Extracts 1 and 2 are transcriptions of conversations between Dylan and Isaac (both age 5 years), who are playing with their friend Jayden at school. Extract 3 is a transcription of a conversation between Isaac and his headteacher.

Analyse ways in which the boys and the headteacher are using language in their conversations. 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]

Extract 1

Dylan: come on (.) try and get me

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Headteacher: that would be nice isaac (.) id love that

REFERENCE TABLE OF International Phonetic Alphabet (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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