



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

February/March 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.

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 the 'Observations in Gardening' sections of the February and October editions of *The Gentleman's Magazine* from 1731

Observations in GARDENING for the Month of February

THIS Month is of great Work for the Gardener.
 In the Kitchen-Garden renew the Heat of
 5 your Hot-beds with fresh Dung, and continue to sow Cucumbers and Melons as in the former Month.
 Make a large Hot-bed for forward Rhadishes, and Spring Carrots ; they may be sown together,
 10 because the Rhadishes be drawn in *March*, whereby they will make room for the Carrots.

Now, as well as in *October*, may be planted the Espaliers¹ of Pears, Plums or Apples, so useful as well as profitable in a Garden ; for being planted
 15 a convenient Distance from a Fruit Wall, they are an admirable Defence against blighting Winds, and produce noble Fruit.

Observations in GARDENING for OCTOBER.

NOW set some Kidney Beans in Baskets under some warm wall to be afterwards
 35 assisted by moderate hot Beds ; as the Season becomes violent ; with good management, these will fruit very early.
 Sow some of the Hotspur Pease and Spanish Beans in some well exposed Border.
 40 Take up those Colly-flower Plants which begin to flower, tie their leaves together, and bury their roots and stalks in Sand in a Cellar, or

Rub Mojs from Trees after a Shower of Rain ; scrape and cleanse them from Cankers, &c. Cut and lay quick-fets, and trim up palisade Hedges. 20

Earth up the Roots of uncover'd Fruit trees, and drain superfluous Moisture from Roots of Trees. Lay Bird-lime for the bird called the Tit, or Tit-mouse, which is a destructive Enemy to Dwarf pears and Plums in this and the preceding
 25 Month, by destroying the Buds.

The Beginning of this Month you may sow Auricula Seed, in Cafes filled with light Earth, and the Seeds of the Polyanthois in some shady
 30 Border.

Transplant all sorts of flowering Shrubs, which bear the Weather ; as Roses, Hony-suckle, Lilac &c.

some cool place, the Flowers will increase in
 45 bigness and remain good two or three months.

Make Plantations of Lettuce Cabbage for Winter use. Sow Rhadishes in some warm place to draw early in the Spring, and Cresses, Lettuce, Mustard, Spinach, &c. upon a decay'd
 50 hot Bed for Winter Sallads.

Continue to Earth up Sellery for Blanching. Towards the end Earth up and Dress such Artichoaks as have done blowing².

Notes:

¹*Espaliers*: fruit trees with branches trained to grow flat against a wall

²*blowing*: blooming

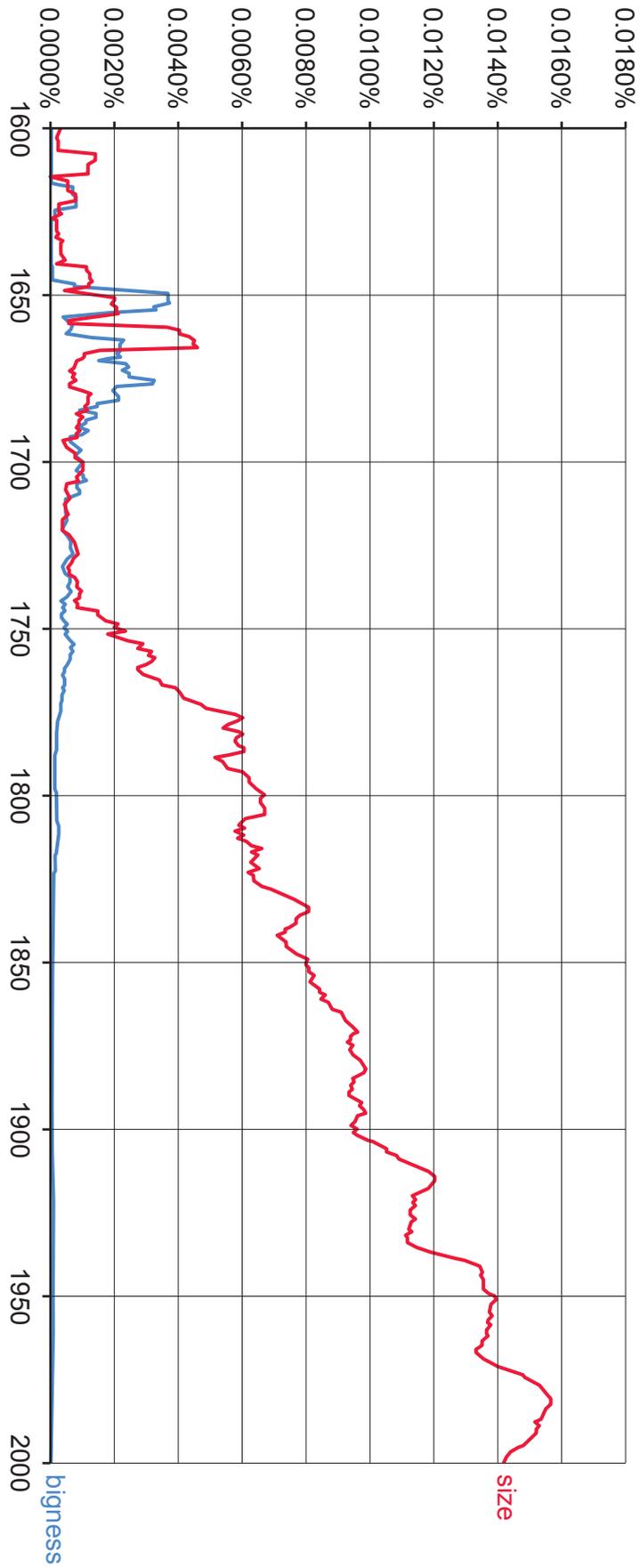
Text B

The top five collocates for 'plantation' and 'transplant' from the British National Corpus (1980s–1993)

'plantation'	'transplant'
forestry	heart
house	liver
workers	kidney
rubber	operation
conifer	bone

Text C

n-gram graph for the words *size* and *bigness* (1600–2000)



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

Read the following text, which is a transcription of a conversation between Kaylee (age 2 years) and her mother. They are at home. Kaylee is playing with a balloon, which has a long string attached to it and a bracelet at the end to go over her hand.

Analyse ways in which Kaylee and her 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]

Kaylee: mummy i want my /beɪslət/ on (.) mummy ↗ (2) ah (3)

Content removed due to copyright restrictions.

Content removed due to copyright restrictions.

Mother: thank you

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/	bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y
/ə/	<u>t</u> heatre, <u>th</u> ank, ath <u>l</u> ete	/e/	be <u>t</u> , ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, <u>wi</u> th, ei <u>th</u> er	/æ/	ba <u>t</u>
/s/	<u>s</u> ing, thi <u>nk</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	/ɑ:/	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	/ɔ:/	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/	a <u>b</u> out, su <u>dd</u> en
/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/	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	/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> , gra <u>t</u>
/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, <u>g</u> in, ju <u>r</u> y	/ɔɪ/	bo <u>y</u> , no <u>is</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>wn</u>
/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, be <u>y</u> ond	/ʊə/	cu <u>r</u> e, 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		

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.