



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

May/June 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 a book of moral reflections written by Francis Quarles and Arthur Warwick, printed in 1680

CHAP. XXI.

5 **W**hen I see a gallant ship well rigged,
 trimmed, tackled, mann'd and
 munition'd with her spread sayles proudly
 swelling with a full gale in fair weather,
 putting out of the haven into the smooth
 main¹, and drawing the spectators' eyes,
 with a well-wishing admiration, and shortly
 10 hear of the same ship splitted against some
 dangerous rock, or wracked² by some
 disastrous tempest, or sunk by some leake
 sprung in her by some accident, me seemeth,
 I see the case of some Court-favourite³,
 who today dazeleth all mens eyes with the
 15 splendour of his glory, and with the proud
 and potent beak⁴ of his powerfull prosperity
 cutteth the waves and ploweth through the
 prefs of the vulgar, and scorneth to fear any
 crofs winds from above, and yet to morrow
 20 on some stormes of unexpected disfavour,
 springs a leak in his honour, and sinks in
 disgrace, or dashed against the rocks of
 displeasure is splitted and wrack'd², and
 so concludes his voyage in misery and
 25 misfortune. I will not therefore adventure
 with the greedy shepheard to change my
 sheep into a ship of adventure, on the sight
 of a calm sea.

CHAP. XXII.

When a storm drives me to shelter me 30
 under a tree, I find that if the storm
 be little, the tree defends me, but if the storm
 be great, the tree not onely not defends
 me, but powreth⁵ on me that wet which it
 self had received, and so maketh me much 35
 wetter. Hence instructed, I resolve that if
 improvidently I fall into some small danger
 of the laws, I will presume to seek shelter
 under the arms of some potent friend, but if
 40 the tempest of my trouble be too potent for
 my friend I will rather bear all my self, than
 involve my friend in the danger. It would
 be bad enough for me to be drencht with or
 distrest by the storm of the laws anger only ;
 I would be worse to be drowned with the 45
 anger of my storming friend also.

Notes:

¹main: sea

²wracked, wrack'd: wrecked

³Court-favourite: a person treated with special preference by a royal figure

⁴beak: the front of a ship

⁵powreth: pours

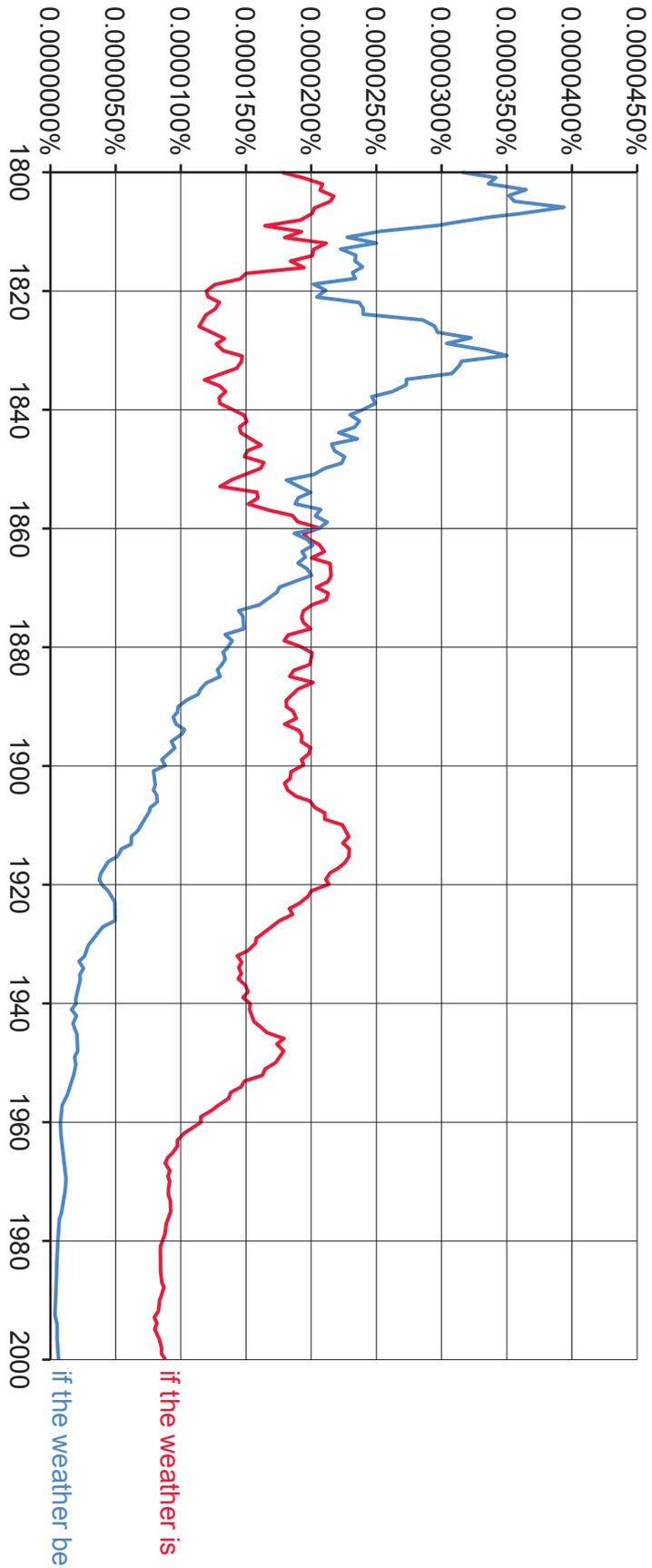
Text B

The top eight collocates for 'proud' from the Early English Books Corpus (1470s–1690s) and the British National Corpus (1980s–1993)

'proud' 1470s–1690s	'proud' 1980s–1993
covetous	very
insolent	am
ambitious	feel
grow	owner
haughty	record
arrogant	justifiably
resisteth	dad
humble	justly

Text C

n-gram graph for the phrases *if the weather be* and *if the weather is* (1800–2000)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between sisters Gina (age 4 years) and Maia (age 8 years), and their father. They are at home playing.

Analyse ways in which Gina, Maia and their 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]

- Maia:** [*points to a colouring pencil*] what colour is this gina↗ (.) its the colour of mummys bowl
- Father:** the colour of mummys bowl↘
- Gina:** look (3) she (.) she hasnt drinked it
- Father:** she hasnt has she↘ (.) we'll have to remind her wont we (.) can you remind her↗ 5
- Gina:** /dɪs/ is the same colour as /dæt/ thing (.) purple
- Father:** is it (.) are you sure↗ (.) what else do you know is purple↘
- Maia:** [*sings the words*] mummys favourite colour
- Gina:** your top
- Father:** what is your favourite colour gina↗ 10
- Gina:** /əmmʌp/
- Father:** sorry (.) can't hear you
- Gina:** pink (.) /əmmm/
- Father:** what colour is this↗
- <Father picks up a coloured pencil> 15
- Gina:** /əm/ /wed/ (2) /wed/
- Father:** its not red is it
- Gina:** yellow
- Father:** and that one is↗
- Gina:** pink 20
- Father:** good girl (.) lets see (1) whats your favourite one↘
- Gina:** the PINK one

- Maia:** whats your favourite colour gina↗
- Gina:** /ɔɪwə/ them (.) i like every colours
- Maia:** so you like shades 25
- Gina:** I LIKE EVERY COLOURS (.) IN (.) IN /də/ WORLD
- Father:** thats quite a lot of colours (2) do you not have one favourite
- Gina:** i pay for it with my money
- Father:** you pay for it with your money do you↗ (.) how much money have you got↘
- Gina:** FOUR POUNDS 30
- Father:** WOW (1) youre rich
- Maia:** daddys rich because hes got twenty three pounds
- Father:** oh is that (.) more (.) how much more is that↗
- Maia:** no no ten
- Father:** no youve just made the maths easier 35
- Gina:** //
/wɒt/?/↗
- Maia:** can i go twenty
- Gina:** what↗
// 40
- Father:** okay

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 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>l</u> ete	/ e /	be <u>e</u> t, ma <u>n</u> y
/ ð /	<u>t</u> his, <u>th</u> em, <u>w</u> ith, e <u>i</u> ther	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, thin <u>k</u> s, lo <u>s</u> ses	/ 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>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>	/ ɜɪ /	wo <u>r</u> d, bi <u>r</u> d
/ t /	<u>t</u> ip, po <u>t</u> , ste <u>e</u> p	/ 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>e</u> at
/ tʃ /	<u>ch</u> urch, lu <u>nc</u> h	/ aɪ /	t <u>i</u> me, <u>h</u> igh, 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> , sma <u>ll</u>	/ 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, h <u>o</u> me, kn <u>o</u> w
/ 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> , pl <u>a</u> y	/ eə /	<u>a</u> ir, ca <u>r</u> e, cha <u>i</u> r
/ 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>e</u> ad		
/ ʔ /	uh_oh		

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