



## 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  
 main<sup>1</sup>, and drawing the spectators' eyes,  
 with a well-wishing admiration, and shortly  
 10 hear of the same ship splitted against some  
 dangerous rock, or wracked<sup>2</sup> by some  
 disastrous tempest, or sunk by some leake  
 sprung in her by some accident, me seemeth,  
 I see the case of some Court-favourite<sup>3</sup>,  
 who today dazeleth all mens eyes with the  
 15 splendour of his glory, and with the proud  
 and potent beak<sup>4</sup> 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'd<sup>2</sup>, 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.

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## CHAP. XXII.

**W**hen 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 powreth<sup>5</sup> 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:**

<sup>1</sup>main: sea

<sup>2</sup>wracked, wrack'd: wrecked

<sup>3</sup>Court-favourite: a person treated with special preference by a royal figure

<sup>4</sup>beak: the front of a ship

<sup>5</sup>powreth: pours

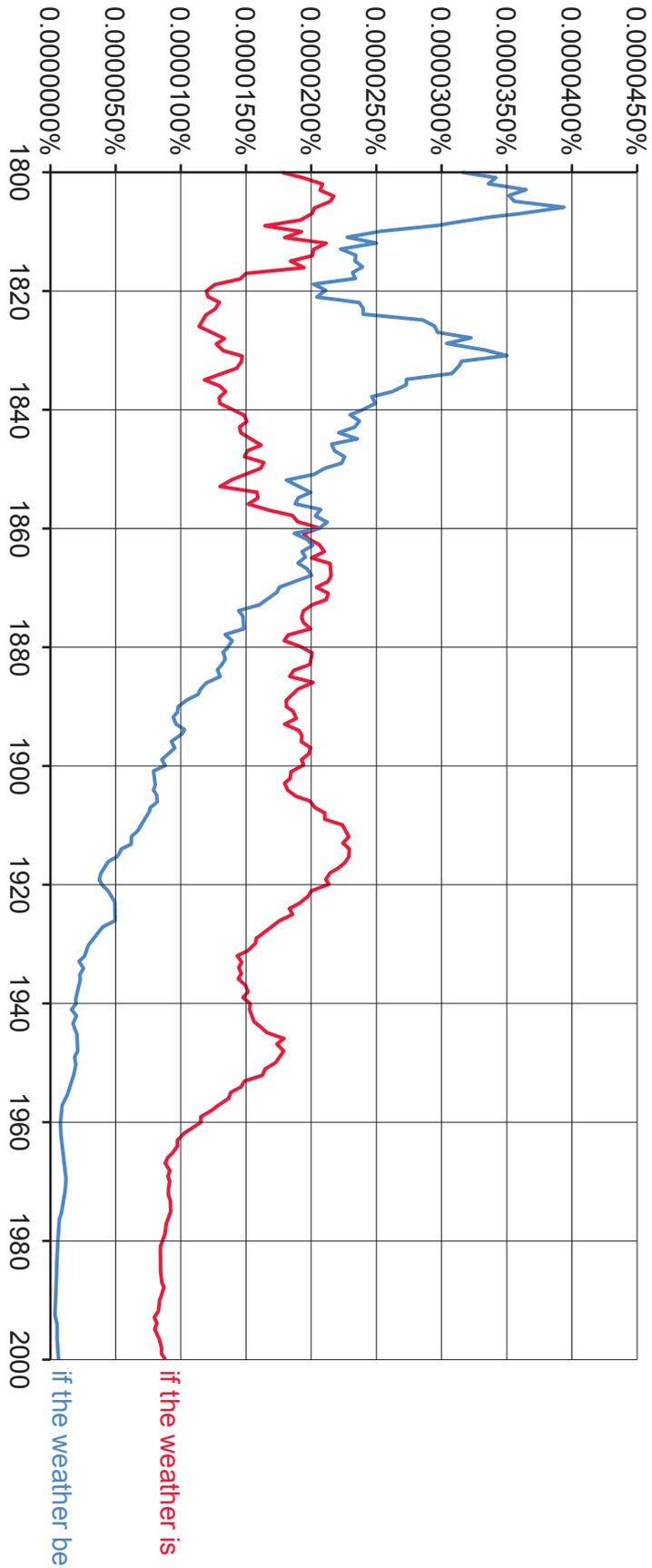
**Text B**

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

<b>'proud'</b> <b>1470s–1690s</b>	<b>'proud'</b> <b>1980s–1993</b>
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 drinke*d* 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>e</u> lete	/ e /	be <u>t</u> , 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, lun <u>ch</u>	/ 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>l</u> l	/ 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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