



# Cambridge International AS & A Level

**ENGLISH LANGUAGE**

**9093/31**

Paper 3 Language Analysis

**May/June 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.

## 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

Extracts from an instruction manual written in 1833 by a tailor called W. Hearn

**HEARN'S**  
**ART OF CUTTING**  
**BREECHES<sup>1</sup>,**

**PANTALOONS<sup>1</sup>, TROUSERS, &c.**

*OF ALL SIZES TO FIT THE HUMAN FORM.*

5



THIRD EDITION OF

PART THE FOURTH.



\*\*\*

INTRODUCTION.



*PART IV.*



**I**n the preceding parts of this work, I have endeavoured to simplify, as far as possible, the art of cutting Coats of every form and make, so as to render the subject level to the humblest capacity.

10

We come now, in regular course, to Breeches, Pantaloons, and Trowsers ; in which I have endeavoured to pursue my original design of rendering the subject as free from intricacy and uncertainty as I am able ; at the same time I flatter myself that the rules I have laid down and illustrated will be found to be superior to any thing of the kind hitherto offered to the notice of the Trade. 15

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### TROWSERS.

In taking the measure for a pair of Trowsers, first take the length from the top of the side seam to the centre of the knee, then the length from the top of side seam to ancle, then the length of the leg seam from the centre of the stride to the bottom, then take the neat size round the top of the thigh, the size of the waistband, which make five measurements, and is sufficient, except the person requests them to a particular size down the legs, if so, take what measures you may deem necessary. 20 25

In respect to forming a pair of Trowsers, I well know most persons think any thing will do for a pair of Trowsers ; any thing certainly does do, but there is a great difference in doing. I am well convinced that a pair of Trowsers, with a hollow leg seam, cannot set as they ought to do ; in the first place, they will hang too close to the ancle on the outside at the bottom, and consequently the size will be all on the inside, which is a disgusting error, the reason of which is, because the leg seam is too hollow at the knee bone. 30 35

<sup>1</sup>*breeches and pantaloons*: historical versions of trousers

**Text B**

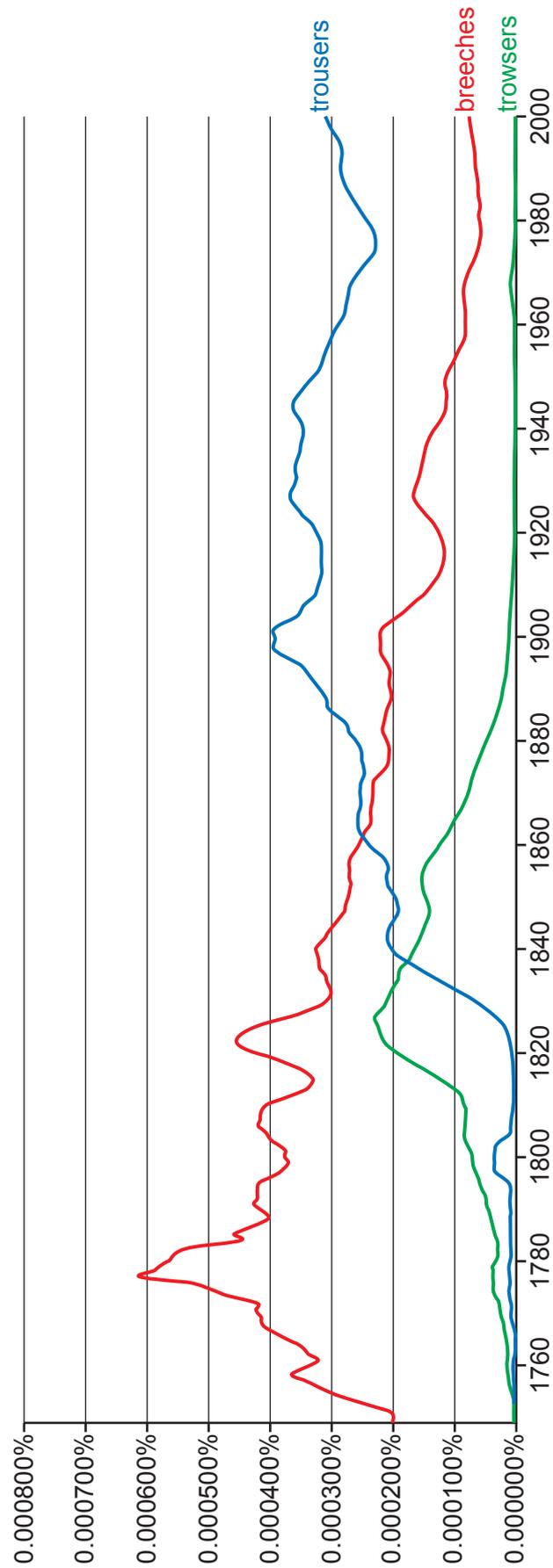
Collocates of the verb 'flatter' from the Early English Books Corpus (1470s–1690s) and from the Corpus of Global Web-based English (texts collected from the internet in 2012–2013)

<b>'flatter'</b> <b>(1470s–1690s)</b>	<b>'flatter'</b> <b>(2012–2013)</b>
themselves	myself
selues <sup>1</sup>	figure
hopes	yourself
please	body
deceive	deceive

<sup>1</sup>*selues*: historical spelling of 'selves'

## Text C

*n*-gram graph for *trousers*, *trowsers* and *breeches* (1750–2000)



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

Read the following text, which is a transcription of a conversation involving two boys called Alfie and George, a girl called Lily, and their teacher. The children are all 5 years old. They are at school and they are painting pictures for a competition.

Analyse ways in which the children and their teacher 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]

**Teacher:** ah (.)

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okay guys pick up the painting you did and very carefully come and sit down on the chair

**REFERENCE TABLE OF International Phonetic Alphabet (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>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>a</u> t
/ s /	<u>s</u> ing, thin <u>k</u> s, lo <u>s</u> ses	/ ʌ /	cu <u>u</u> p, so <u>o</u> n, blo <u>o</u> d
/ z /	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ aɪ /	ca <u>a</u> r, hea <u>e</u> rt, ca <u>a</u> lm, a <u>u</u> nt
/ ʃ /	<u>sh</u> ugar, bu <u>sh</u>	/ ɒ /	po <u>o</u> t, wa <u>o</u> nt
/ ʒ /	plea <u>z</u> ure, be <u>ig</u> e	/ ɔɪ /	po <u>o</u> rt, sa <u>o</u> w, ta <u>o</u> lk
/ 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>o</u> rd, bi <u>r</u> d
/ t /	<u>t</u> ip, po <u>t</u> , ste <u>e</u> p	/ ʊ /	bo <u>o</u> ok, wo <u>o</u> od, pu <u>u</u> t
/ k /	<u>k</u> eep, <u>t</u> ick, <u>s</u> care	/ uɪ /	fo <u>o</u> d, so <u>u</u> p, ru <u>u</u> de
/ 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>e</u> t, da <u>a</u> y, gr <u>e</u> at
/ tʃ /	<u>ch</u> urch, lu <u>ch</u>	/ aɪ /	t <u>i</u> me, <u>h</u> igh, di <u>e</u>
/ dʒ /	<u>jd</u> ge, <u>g</u> in, ju <u>ry</u>	/ 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>w</u> n
/ n /	ma <u>n</u> , n <u>o</u> , sn <u>ow</u>	/ əʊ /	bo <u>a</u> t, h <u>o</u> me, kn <u>ow</u>
/ 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>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>w</u> one, <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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