



Cambridge International AS & A Level

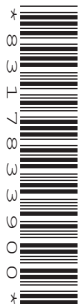
ENGLISH LANGUAGE

9093/31

Paper 3 Language Analysis

October/November 2022

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

An extract from a letter written in 1774 by a father to his daughter at boarding school

A Letter from a Father

Believe me, they are the best friends who take the trouble to shew you what you ought to do, and what you ought not to do ; who plainly tell you your faults, that you may amend them. 5

I would farther advise you not to enter into party quarrels. Where there is a number of young people together, little jealousies and disputes will arise, and offences will be given. Every body is, some how or other, drawn in to take a side ; each side grows keen, and the parties, by degrees, contract particular likings and aversions to one another. This humour is carried from the boarding-school, and increased by their intercourse with the world ; where it daily discovers itself by a disposition to argue, and a readiness to take part in every affair that comes to be a matter of publick discussion, and in which every one, however unfit she may be, assumes a right to judge. How often have we seen towns, cities, a great part of a country, nay the whole nation, divided about matters in which not one in ten thousand had any concern ; yet all seemed to be as deeply engaged, as if their own safety or interest had been at stake ! I have often wondered to see the women the keenest in such disputes ; which, to me, appeared very unbecoming¹. Let a woman, when she is called to it, maintain her opinion, or dissent from others, in decent terms, and without entering into an argument so far as to alter her temper, or discompose her features. She should avoid all conversation that may deprive her of that softness and composure which are so agreeable in the fair sex, and ought to accompany all their speeches and behaviour. A woman ruffled with passion makes a disagreeable appearance ; indeed, she is not herself. 10 15 20 25 30

That you may be restrained from engaging in these silly contests, always ask yourself—what concern have I in this affair ? If you have none, be silent ; if you have any, tell your mind calmly ; and, as far as they will bear it, put a favourable construction upon the actions and opinions of others. 35

¹ *unbecoming*: inappropriate, not flattering

Text B

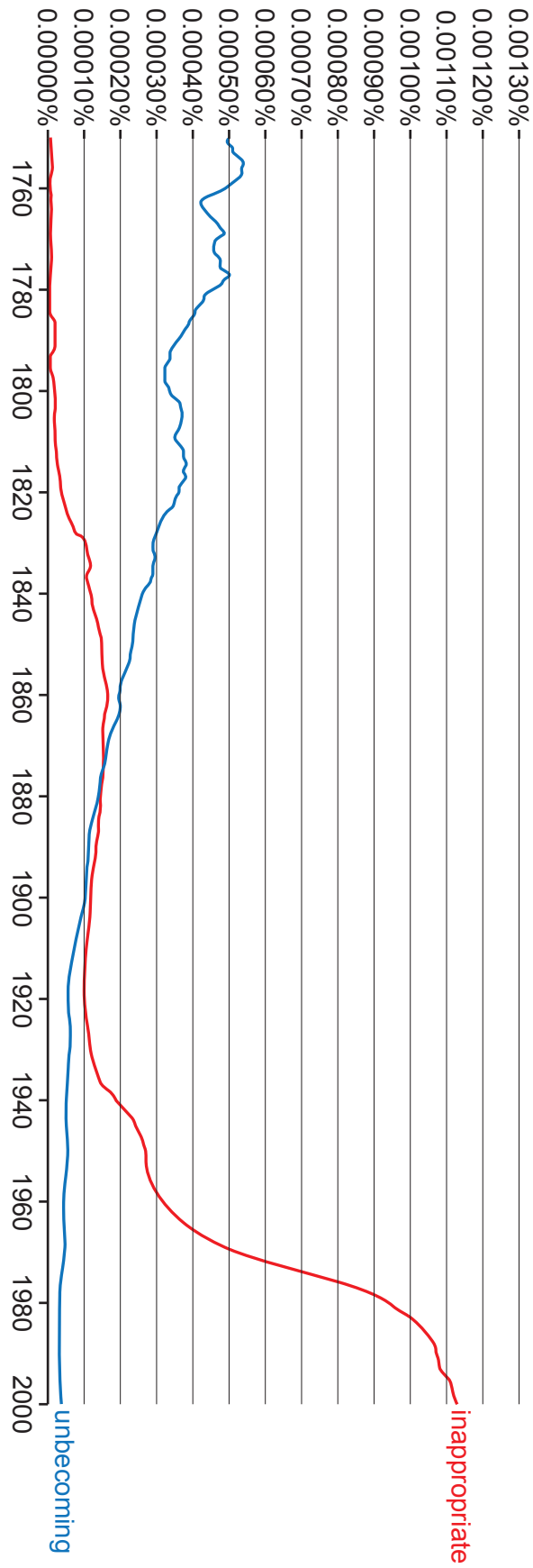
Five of the top modifiers of 'humour' from the Early English Books Corpus (1470s–1690s) and from the English Web 2015 corpus (texts collected from the internet in 2015).

| 'humour' (1470s–1690s) | 'humour' (2015) |
|---------------------------|--------------------|
| ill | wry |
| peccant ¹ | gallows |
| corrupt | fast-paced |
| sharp | slapstick |
| melancholy | tongue-in-cheek |

¹ *peccant*: sinful

Text C

n-gram graph for the words *unbecoming* and *inappropriate* (1750–2000)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Bailey (age 3 years) and her mother. They are at home and Bailey is playing with a toy telephone.

Analyse ways in which Bailey 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]

- Mother:** who are you calling↗
- Bailey:** °somebody° um (2) oh did you see that on my /sΛm/ [*holds up her thumb*]
- Mother:** what happened↗
- Bailey:** um (.) i dont know
- Mother:** did lola¹ scratch you↗ 5
- Bailey:** no rory¹↘
- Mother:** rory scratched you↗
//
- Bailey:** yeah
- Mother:** im sorry↘ 10
//
- Bailey:** i didnt know how it did it (.) i didnt know how it comed out (.) um (.) rorys paws (.) i didnt know how it comed out
- Mother:** her claws
- Bailey:** yeah 15
- Mother:** theyre sharp arent they
- Bailey:** yeah (1) i didnt know that it comed out (.) i didn't know that it comed out of her paws
- Mother:** you didnt↗ (1) oh my goodness (2) who are you talking to
- Bailey:** can you talk to somebody (2) im doing it on my ear 20
- Mother:** but who is it↘
- Bailey:** its bunnyhorse
- Mother:** bunnyhorse↗ (.) whats bunnyhorse doing↘
- Bailey:** he just /peɪŋ/ at home and waiting for his mama to come and he daddy (.) his aunt is watching him right now 25
- Mother:** who is↗

- Bailey:** his aunt
- Mother:** his aunt is watching him↗
//
- Bailey:** yeah 30
- Mother:** oh my goodness (.) is he having fun with her↗
- Bailey:** yeah and /dei/ making eggs right now
- Mother:** eggs↗
- Bailey:** and potato too
- Mother:** oh my (.) that sounds good 35
- Bailey:** oh bunny says er (.) bunnyhorse says hes got go to eat dinner
- Mother:** hes got to go to eat dinner↗
- Bailey:** yeah (1) my phone is called (2) is yours big↗
- Mother:** yeah mine is a little bit bigger
- Bailey:** it big↗ 40
- Mother:** just a little bigger (.) how about (.) let me see yours (.) hold yours up
- Bailey:** mine are little
- Mother:** yes yours is little

¹ *lola and rory*: the names of Bailey and Mother's pet cats

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 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>l</u> ete | / 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>k</u> |
| / h / | <u>h</u> igh, <u>h</u> it, be <u>h</u> ind | / ə / | a <u>b</u> out, 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, gi <u>n</u> , 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 / | a <u>i</u> r, 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 | | |

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 Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.