

# Cambridge International AS & A Level

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**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)

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## 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 [ ].

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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  
10 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  
hear of the same ship splitted against some  
15 dangerous rock, or wracked<sup>2</sup> by some  
disasterous 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  
20 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  
press of the vulgar, and scorneth to fear any  
cross winds from above, and yet to morrow  
25 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  
30 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.

30 **W**hen a storm drives me to shelter me  
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  
35 self had received, and so maketh me much  
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 ;  
45 I would be worse to be drowned with the  
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

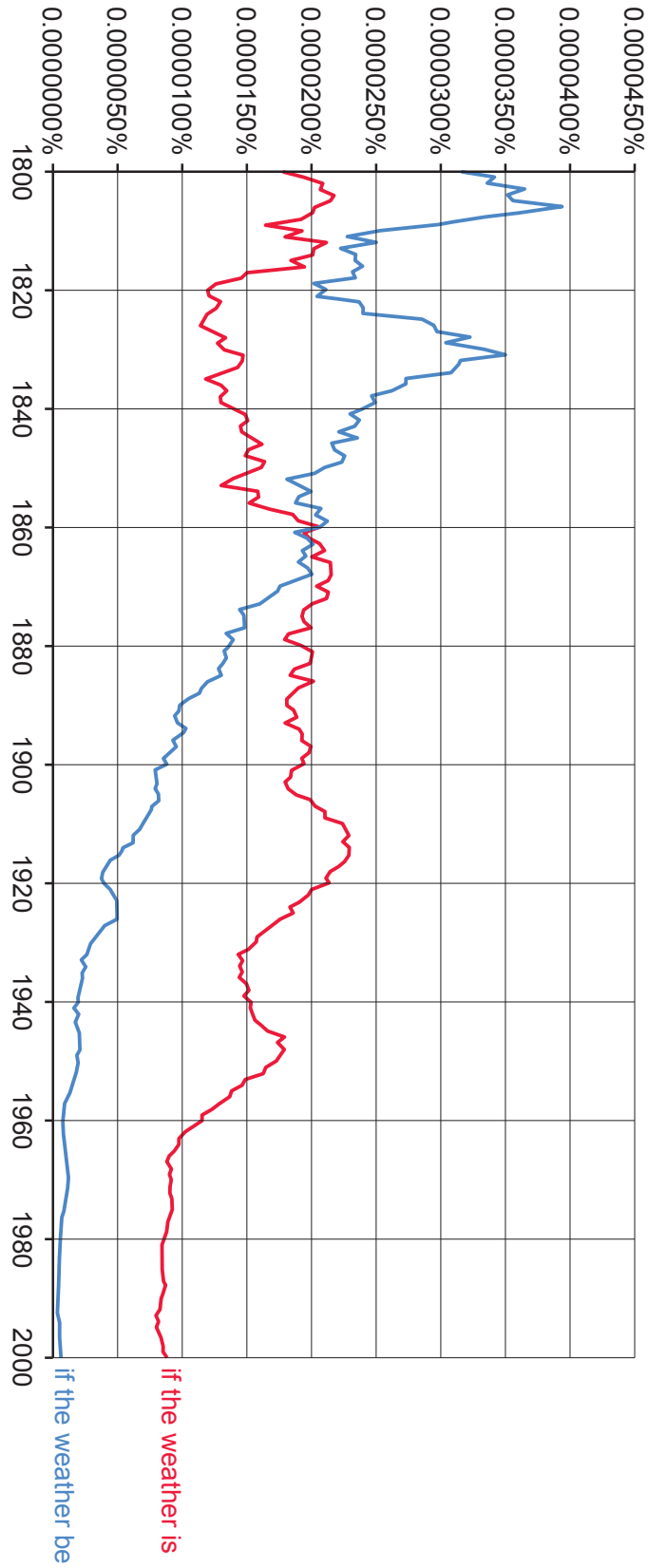
**Text B**

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

<b>'proud' 1470s–1690s</b>	<b>'proud' 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 dranked 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:** /ɒːwə/ 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:** //  
/wɒʔ/?↗
- 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>t</u> , ma <u>n</u> y
/ ð /	<u>th</u> is, <u>th</u> em, <u>w</u> ith, e <u>i</u> ther	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, thi <u>n</u> ks, 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	/ aː /	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ 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	/ ɔː /	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, su <u>d</u> den
/ p /	<u>p</u> it, to <u>p</u>	/ ɜː /	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	/ uː /	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>n</u> ch	/ aɪ /	ti <u>m</u> e, hi <u>g</u> h, 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> , sm <u>a</u> ll	/ aʊ /	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/ n /	ma <u>n</u> , <u>n</u> o, <u>s</u> no <u>w</u>	/ əʊ /	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/ ŋ /	si <u>ng</u> er, lo <u>ng</u>	/ ɪə /	<u>ea</u> r, <u>he</u> re
/ l /	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ eə /	<u>ai</u> r, <u>ca</u> re, <u>ch</u> air
/ j /	<u>y</u> ou, be <u>y</u> ond	/ ʊə /	<u>cu</u> re, <u>ju</u> ry
/ w /	<u>o</u> ne, <u>w</u> hen, <u>s</u> we <u>e</u> t		
/ r /	<u>r</u> im, br <u>e</u> ad		
/ ʔ /	uh_oh		

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