



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

May/June 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 an account from 1769 of a tour of the Highlands of Scotland by a writer named Thomas Pennant

Most of the antient sports of the Highlanders, such as archery, hunting, fowling and fishing, are now disused ; those retained are, throwing the *putting*-stone, or stone of *strength* as they call it, which occasions an emulation who can throw a weighty one the farthest. Throwing the *penny*-stone, which answer to our coits¹. The *shinty*, or the striking of a ball of wood or of hair : this game is played between two parties in a large plain, and furnished with clubs ; which-ever side strikes it first to their own goal wins the match. 5

The amusements by their fire-sides were, the telling of tales, the wildest and most extravagant imaginable : musick was another : in former times, the harp was the favorite instrument, covered with leather and strung with wire, but at present is quite lost. Bagpipes are supposed to have been introduced by the *Danes* ; this is very doubtful, but shall be taken notice of in the next volume : the oldest are played with the mouth, the loudest and most ear piercing of any wind musick ; the other, played with the fingers only, are of *Irish* origin ; the first suited the genius of this warlike people, roused their courage to battle, alarmed them when secure, and collected them when scattered. This instrument is become scarce since the abolition of the power of the chieftains, and the more industrious turn of the common people. 10 15

The *Trump* or *Mouth Harp* would not merit the mention among the Highland instruments of musick, if it was not to prove its origin and antiquity : one made of gilt brass having been found in *Norway*, deposited in an urn.

Vocal musick was much in vogue amongst them, and their songs were chiefly in praise of their antient heroes. I was told that they still have fragments of the story of *Fingal* and others, which they carol as they go along. 20

¹*coits*: a game in which people throw rings made of metal, rope or rubber to land over an upright spike or stick. Modern spelling is '*quoits*'.

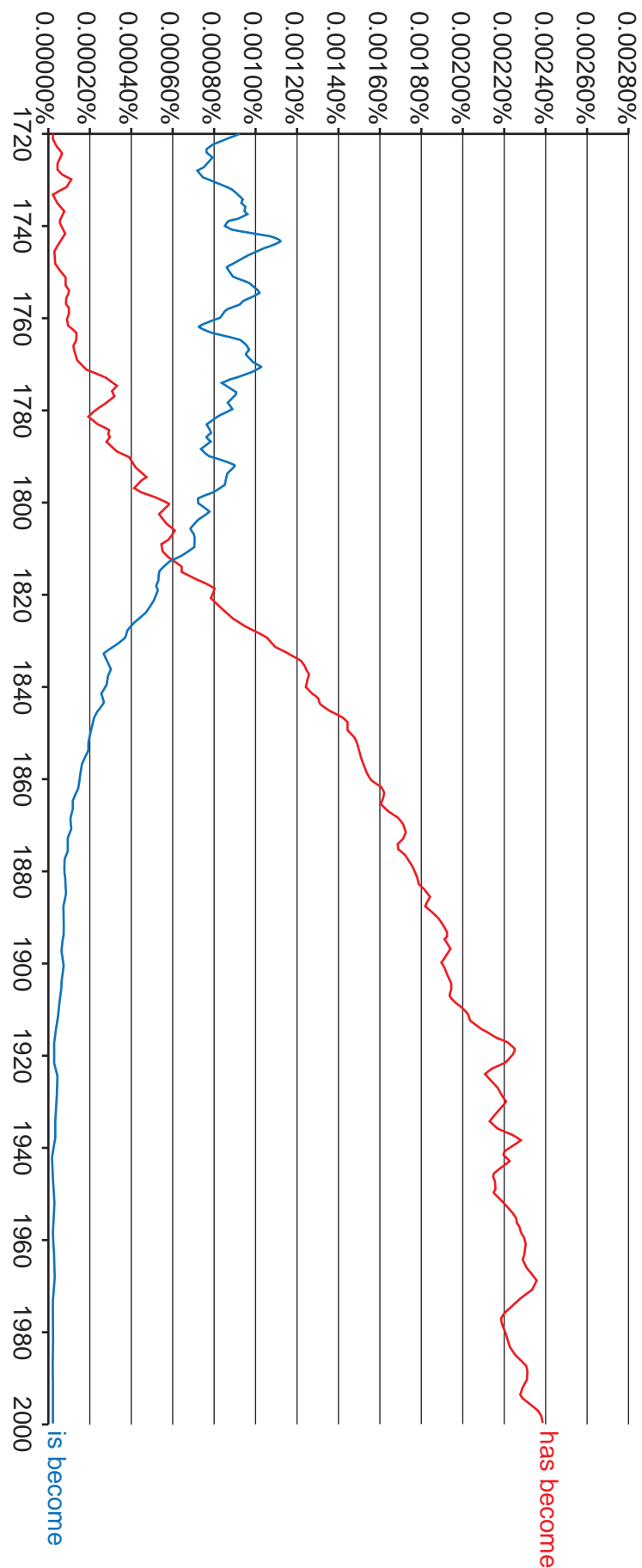
Text B

The top ten topics related to 'amusement' from the Corpus of Contemporary American English (1990–2019)

'amusement' (1990–2019)
park
ride
coaster
roller
attraction
patron
entertainment
exit
grin
thrill

Text C

n-gram graph for the phrases *is become* and *has become* (1720–2000)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Luke (age 4 years) and his father. They are at home.

Analyse ways in which Luke and his 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]

- Father:** hey (1) are you an only child↗ or do you have brothers and sisters↘
- Luke:** i got (.) brothers (1) i got two brothers (.) is name is z (.) zak and ceejay
- Father:** oh
 //
- Luke:** and i got (.) er (.) this many er (.) [*puts three fingers up*] sisters (.) jessca¹ 5
 (1) bunny↗ (.) and melissa
- Father:** wow thats a big family
- Luke:** and dont forget mum (.) and even you↘
- Father:** oh (.) is that your whole family↗
- Luke:** [*nods*] and dont forget me [*points to himself then sighs*] (.) thats all my 10
 family
- Father:** thats your whole family↗
- Luke:** no wait (.) i got roberts family (.) i got him (1) and i got eliana (.) and bun
- Father:** you have who↗
- Luke:** bun and even eliana 15
- Father:** bun↘
- Luke:** and eliana
- Father:** whos bun↗
- Luke:** oh and dont remember sonny
- Father:** whos bun↗ 20
- Luke:** er (.) bun (.) oh bun is grandma (.) but i always call grandma bun
- Father:** why do you do that
- Luke:** because i like it↗
- Father:** is that her nickname

Luke:	yeah	25
Father:	when did you think that up	
Luke:	oh because (1) i /sɪŋkd/ it up this year	
Father:	oh	
Luke:	no i did /sɪŋk/ it up this year (.) i /sɪŋkd/ it up next year	
Father:	you thought it up next year↘ (1) now how did you think that up↗ (.) where did that come from↘ (.) <u>bun</u>	30
Luke:	it come from a surname	
Father:	oh it does↗ (.) does she like to be called bun↗	
Luke:	no [<i>laughs</i>] grandma has ducks (1) grandma has a <u>bad</u> tummy	
Father:	she does↗	35
Luke:	yeah but < <i>Luke drops a toy he is holding</i> >	
Father:	what happened there	
Luke:	nothing just happened (1) bun has <u>juice</u>	
Father:	oh //	40
Luke:	i really like juice	
Father:	why	
Luke:	because it has juice (.) its got JUICE in it	

¹jessca: Luke's way of saying 'Jessica'

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>e</u> lete	/ e /	be <u>t</u> , ma <u>n</u> y
/ ð /	<u>th</u> is, <u>th</u> em, w <u>ith</u> , e <u>ith</u> er	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, think <u>s</u> , loss <u>e</u> s	/ ʌ /	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/ z /	<u>z</u> oo, bed <u>s</u> , eas <u>y</u>	/ 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, sudd <u>e</u> n
/ 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>ea</u> t
/ tʃ /	<u>ch</u> urch, lu <u>n</u> ch	/ aɪ /	ti <u>m</u> e, hi <u>gh</u> , 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>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>o</u> w	/ əʊ /	bo <u>a</u> t, ho <u>m</u> e, kn <u>o</u> w
/ ŋ /	si <u>ng</u> er, lon <u>g</u>	/ ɪə /	<u>ea</u> r, <u>he</u> re
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	<u>ai</u> r, ca <u>re</u> , cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ ʊə /	<u>c</u> ure, 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>ea</u> d		
/ ʔ /	uh-oh		

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