



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

October/November 2024

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 *THE GREAT FROST. Cold doings in London. A Dialogue*, written in 1608. It was set in London that the River Thames had frozen solid.

- Citizen.* I am glad that I haue met
with an olde man that hath not stood
still in his life (like a poole) but like a
Riuier hath runne through the world to
5 get experience. But I pray tell me, of
what Country are you?
Country-man. Of Rippon¹ in
Yorkefhire².
Citizen. And (if it be not too much
10 beyond the rule of good manners.)
let me be bold to inquire what drew
you, dwelling so farre off, to trauell to
London?
Country-man. Marry fir I will tell
15 you, euen that drew me to London,
which drawes you out of your houfes:
that which makes you cry out in
London, *Wee haue cold doings*, and to
leauue your fhops to catch you heate
20 in the ftréetes, nay to leauue your new
beautifull walks in Moore-fields³, (for
thofe I haue féene at my entring into
the Citie) and to make newer and larger
walkes (though not so fafe) vpon a field
25 of glaffe as it were. That flippery world
which I beheld (as I remember) in
the fift yeare of the raigne of *Queéne
Elizabeth*, (or I am fure I am not much
wide) doe I come thus far to behold
again in the fift yeare of our good
King *Iames*, & that is (in a few cold
words) the Thames frozen ouer.
Citizen. Yea Father, and frozen ouer
and ouer.
Country-man. But I beféech you tell
35 me; Is that goodly Riuier of yours, (I
call it yours, becaufe you are a Citizen,
and that Riuier is the Nurfe that giues
milke & hony to your citie): But is that
Lady of fresh waters all couered ouer
40 with ice?
Citizen. All ouer I affure you
Father: the Froft hath made a floore
vpon it, which fhewes like gray
Marble, roughly hewen out: it is a
45 very pauement of glaffe, but that it is
more ftrong. The Thames now lies in,
or rather is turned (as fome thinke)
bankrupt, and dares not fhew her
head; for all the water of it floates vp
50 and downe now like a fpring-tide in a
celler.
Country-man. God helpe the poore
Fifhes; it is a hard world with them,
when their houfes are taken ouer their
55 heads, they vse not to lye vnder fuch
thicke roofes.

¹ Rippon: a city

² Yorkefhire: an area in the north of England

³ Moore-fields: an open place in London, which was known for its marshy conditions

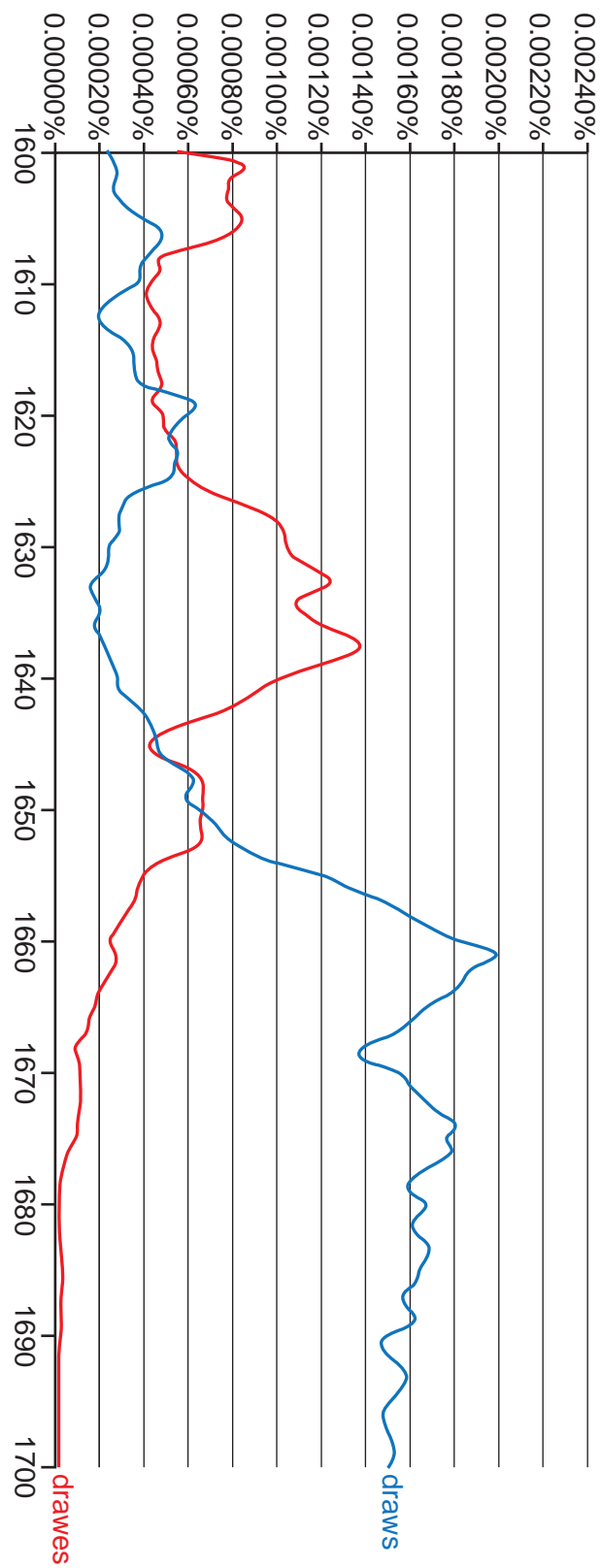
Text B

Figure of the top 10 least frequent 'doings' from the Early English Book Online corpus (1560–1690) and the Corpus of Contemporary American English (1990–2019)

| 'doings' (1560–1690) | 'doings' (1990–2019) |
|---------------------------------------|---------------------------------------|
| wild | wrong |
| evil | evil |
| euill | strange |
| evil | illegal |
| ill | badly |

Text C

n-gram graph for the p ellings *drawes* and *draws* (1600–1700)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Othman (age 5 years) and his mother Nadia. They are looking out of their window at a broken-down truck which is moving a car belonging to one of their neighbours.

Analysing was in which Othman and his 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: does that sound like it driving off now?

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Joshua: pretending

im

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, <u>k</u> e <u>p</u> |
| / v / | <u>v</u> ery, <u>i</u> llage, lo <u>v</u> e | / ɪ / | b <u>i</u> t, t <u>i</u> p, bu <u>s</u> |
| / ə / | <u>t</u> heatre, <u>th</u> ank <u>a</u> thlete | / e / | be <u>e</u> t, ma <u>n</u> y |
| / ð / | <u>th</u> is <u>th</u> em, with, e <u>th</u> er | / æ / | ba <u>a</u> t |
| / s / | <u>s</u> ing, thin <u>k</u> , loss <u>e</u> s | / ʌ / | u <u>a</u> p, <u>o</u> n, bloo <u>d</u> |
| / z / | <u>z</u> o, bed <u>s</u> , eas <u>y</u> | / aː / | car, he <u>a</u> rt, a <u>a</u> lm, 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, beig <u>e</u> | / ɔː / | 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 / | <u>a</u> bout, sudd <u>e</u> n |
| / p / | <u>p</u> it, to <u>p</u> | / ɜː / | wo <u>r</u> d, bir <u>d</u> |
| / 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> ep, ti <u>k</u> , a <u>k</u> re | / 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>b</u> ur <u>b</u> , lun <u>ch</u> | / 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>ry</u> | / ɔɪ / | bo <u>y</u> , noi <u>s</u> e |
| / m / | <u>m</u> ad, ja <u>m</u> , <u>a</u> ll | / aʊ / | co <u>w</u> , ho <u>u</u> se, to <u>w</u> n |
| / n / | ma <u>n</u> , no <u>a</u> , <u>a</u> ow | / əʊ / | bo <u>a</u> t, ho <u>m</u> e, k <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, k <u>l</u> , pl <u>a</u> y | / eə / | <u>ai</u> r, <u>a</u> re, b <u>a</u> ir |
| / j / | <u>y</u> ou, beyo <u>nd</u> | / ʊə / | <u>a</u> re, ju <u>ry</u> |
| / w / | <u>w</u> one, <u>w</u> hen, <u>w</u> eet | | |
| / r / | <u>r</u> im, br <u>ea</u> d | | |
| / ʔ / | uh-oh | | |

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