



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 or back 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 could 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 said in London that the River Thames had frozen over.

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 Riuers hath runne through the world to 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 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 sir I will tell you, euen that drew me to London, which drawes you out of your houes: that which makes you cry out in London, *Wee haue cold doings*, and to leaue your shoppes to catch you heate in the stréetes, nay to leaue your new beautifull walkes in Moore-fields³, (for those I haue seene at my entring into the Citie) and to make newer and larger walkes (though not so safe) vpon a field of glasse as it were. That slippery world which I beheld (as I remember) in the fift yeare of the raigne of Quéene Elizabeth, (or I am sure I am not much wide) doe I come thus far to behold

againe in the fift yeare of our good King James, & that is (in a few cold words) the Thames frozen ouer.

Citizen. Yea Father, and frozen ouer and ouer.

Country-man. But I beseech you tell me; Is that goodly Riuers of yours, (I call it yours, because you are a Citizen, and that Riuer is the Nurse that giues milke & honyn to your citie): But is that Lady of fresh waters all couered ouer with ice?

Citizen. All ouer I affeare you Father: the Frost hath made a floore vpon it, which shewes like gray Marble, roughly hewen out: it is a very pauement of glasse, but that it is more strong. The Thames now lies in, or rather is turned (as some thinke) bankrupt, and dares not shew her head; for all the water of it floates vp and downe now like a spring-tide in a celler.

Country-man. God helpe the poore Fishes; it is a hard world with them, when their houes are taken ouer their heads, they vse not to lye vnder such thicke roofes.

¹ *Rippon*: a city

² *Yorkefhire*: an area in the north of England

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

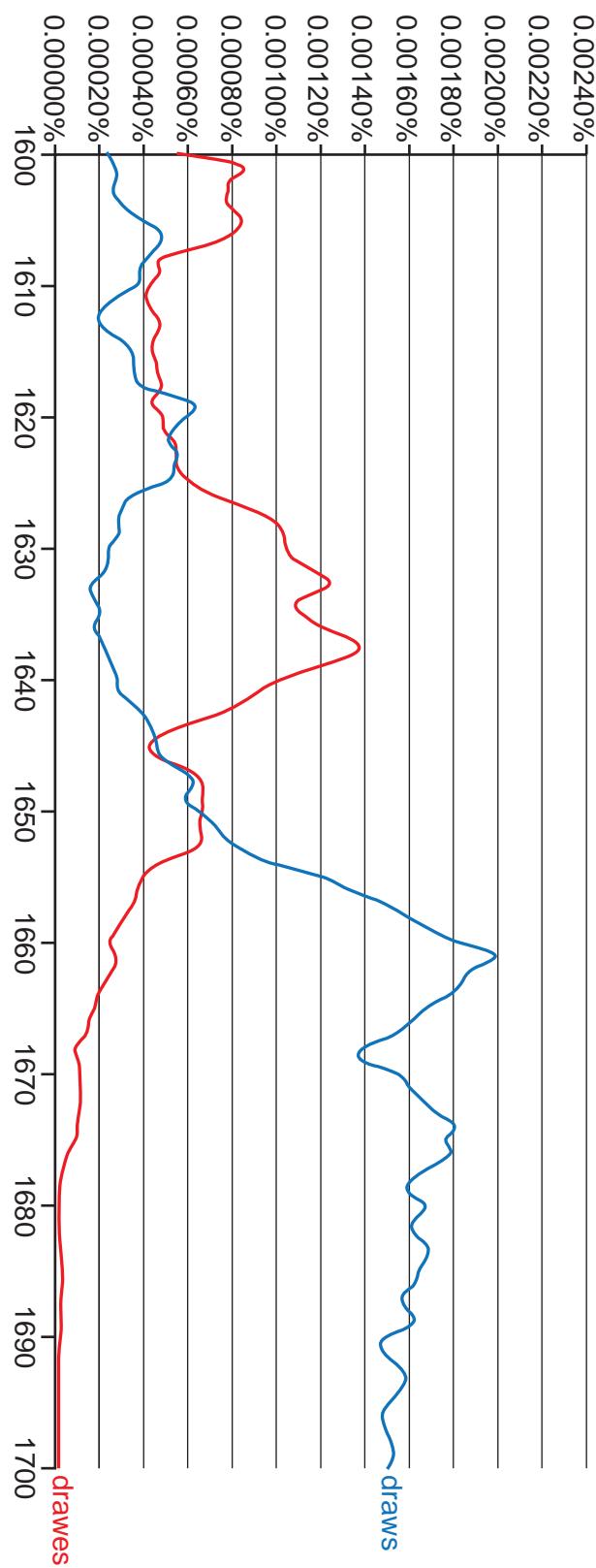
Text B

Five of the top 1000 most pre-aching '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)
wile d	wrong
eiv l	eiv l
euill	ts range
eiv ll	illegal
ill	ts ady

Text C

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



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

Read the following text, which is a transcription of a conversation between David (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.

Analysis: In the text, David and his mother are using language in this conversation. In your answer, you could 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: im
pretending

**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, <u>r</u> ough	/ iː /	<u>b</u> eat, <u>k</u> ep
/ v /	<u>v</u> ery, <u>v</u> illage, <u>lo</u> ve	/ ɪ /	<u>b</u> it, <u>t</u> ip, <u>b</u> us
/ ə /	<u>th</u> eatre, <u>th</u> ank, <u>a</u> thlete	/ e /	<u>b</u> et, <u>m</u> any
/ ð /	<u>th</u> is, <u>th</u> em, <u>wi</u> th, <u>ei</u> ther	/ æ /	<u>b</u> at
/ s /	<u>s</u> ng, <u>th</u> ink, <u>l</u> osses	/ ʌ /	<u>a</u> p, <u>s</u> n, <u>bl</u> ood
/ z /	<u>z</u> o, <u>bed</u> s, <u>ea</u> sy	/ aː /	<u>ca</u> r, <u>he</u> art, <u>a</u> lm, <u>a</u> unt
/ ʃ /	<u>s</u> ugar, <u>b</u> ush	/ ɒ /	<u>p</u> ot, <u>w</u> ant
/ ʒ /	<u>pl</u> easure, <u>be</u> ige	/ ɔː /	<u>po</u> rt, <u>s</u> aw, <u>ta</u> lk
/ h /	<u>h</u> igh, <u>h</u> it, <u>be</u> hind	/ ə /	<u>ab</u> out, <u>sudden</u>
/ p /	<u>p</u> it, <u>top</u>	/ ɜː /	<u>w</u> ord, <u>bi</u> rd
/ t /	<u>t</u> ip, <u>po</u> t, <u>ste</u> ep	/ ʊ /	<u>bo</u> ok, <u>wo</u> od, <u>pu</u> t
/ k /	<u>k</u> ep, <u>ti</u> k, <u>a</u> re	/ uː /	<u>fo</u> od, <u>so</u> up, <u>ru</u> de
/ b /	<u>b</u> ad, <u>ru</u> b		
/ d /	<u>ba</u> d, <u>di</u> m	3 Diphthongs of English	
/ g /	<u>gu</u> n, <u>bi</u> g	/ eɪ /	<u>la</u> te, <u>da</u> y, <u>gr</u> eat
/ tʃ /	<u>b</u> urb, <u>lun</u> ch	/ aɪ /	<u>ti</u> me, <u>hi</u> gh, <u>di</u> e
/ dʒ /	<u>ju</u> dge, <u>gi</u> n, <u>ju</u> ry	/ ɔɪ /	<u>bo</u> y, <u>no</u> ise
/ m /	<u>ma</u> d, <u>ja</u> m, <u>sm</u> all	/ aʊ /	<u>co</u> w, <u>ho</u> use, <u>to</u> wn
/ n /	<u>ma</u> n, <u>no</u> , <u>sn</u> ow	/ əʊ /	<u>bo</u> at, <u>ho</u> me, <u>kn</u> ow
/ ŋ /	<u>si</u> nger, <u>lo</u> ng	/ ɪə /	<u>ea</u> r, <u>he</u> re
/ ʌ /	<u>l</u> oud, <u>k</u> ll, <u>pl</u> ay	/ eə /	<u>ai</u> r, <u>a</u> re, <u>b</u> air
/ j /	<u>ju</u> u, <u>be</u> yond	/ ʊə /	<u>a</u> re, <u>ju</u> ry
/ w /	<u>o</u> ne, <u>wh</u> en, <u>w</u> eet		
/ r /	<u>ri</u> m, <u>br</u> ead		
/ ɿ /	uh-oh		

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