



Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/03**

Paper 3 Language Analysis

For examination from 2021

SPECIMEN PAPER

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 **6** pages. 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

Excerpt from a diary written in 1677 in which a writer named John Evelyn describes a visit to a palace

Since first I was at this place, I found things exceedingly improv'd. It is seated in a bottome between two gracefull swellings, the maine building being now in ye figure of a Greek II with foure pavilions, two at each corner, and a breake in the front, rail'd and balustred¹ at the top, where I caused huge jars to be plac'd full of earth to keepe them steady upon their pedestals between the statues, which make as good a shew as if they were of stone, and tho' the building be of brick, and but two stories besides cellars, and garrets² cover'd with blue slate, yet there is roome enough for a full court, the offices and out-houses being so ample and well dispos'd. The King's apartment is magnificently furnish'd. There are many excellent pictures of the greate masters. The gallery is a pleasant, noble roome: in the breake, or middle is a billiard table, but the wainscot³ being of firr, and painted, does not please me so well as Spanish oake without paint. The chapel is pretty, the porch descending to the gardens. The orange garden is very fine, and leads into the green-house, at ye end of which is a hall to eate in, and the conservatory some hundred feete long, adorn'd with mapps, as the other side is with the heads of the Caesars ill cut in alabaster: above are several apartments for my Lord, Lady and Dutchesse, with kitchens and other offices below in a lesser form; lodgings for servants, all distinct, for them to retire to when they please, and would be in private, and have no communication with the palace, which he tells me he will wholly resign to his sonn-in-law and daughter, that charming young creature. The canall running under my lady's dressing-room chamber window is full of carps and foule which come and are fed there.

Notes:

¹ *balustred*: supported by a short pillar

² *garrets*: top-floor or attic rooms

³ *wainscot*: wooden panelling on the lower part of the walls of a room

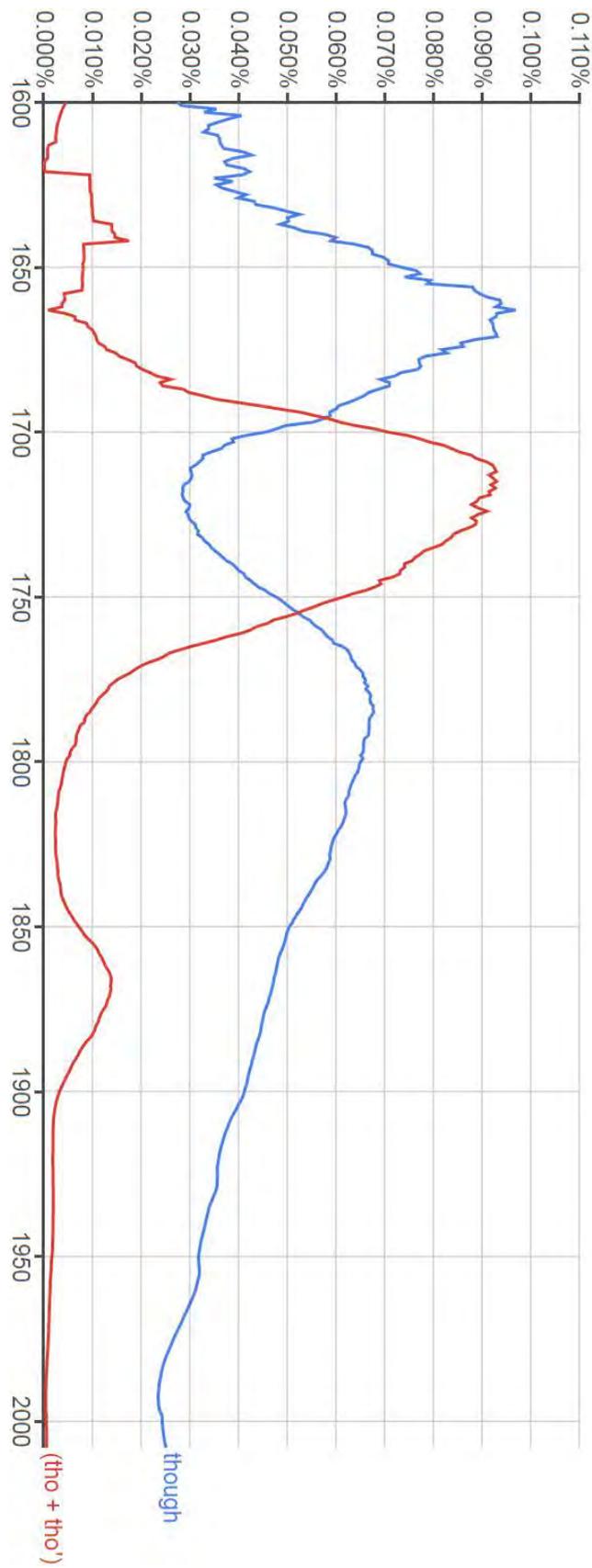
Text B

The top five collocates for 'room' and 'chamber' from the British National Corpus (1980s–1993)

'room'	'chamber'
dining	commerce
living	deputies
sitting	council
door	music
across	orchestra

Text C

n-gram graph for the words *tho* + *tho'* and *though* (1600–2008)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Anna (age 5 years), her sister Kate (age 8 years), and their mother and father. Anna has just finished her first day at school.

Analyse ways in which Anna, Kate and their parents 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: what did you do at school↘

Anna: i had to tell stories (1) a dog went out with the boy (1) the boy found a bone and give it to the dog (1) he try to get it (.) he knocked the postman off the bicycle

Father: thats a good story (1) what else did you do↘

Anna: painting /wɪv/ a reindeer (.) horse (.) hat (.) and dog and cat (.) had to put on writing 5

Kate: //
i saw anna
and she didnt take any notice of me [*laughs*]

Father: what was she doing↗

Kate: moving her hands around 10

Father: were you singing a song↗

Anna: no

Father: whos in your class↘

Anna: alexa

Father: who↗ 15

Anna: ALEXA

Mother: anna didnt want to go into school this morning

Anna: I DID

Mother: you didnt

Anna: i did [*smiles*] 20

Mother: how fast did you run↗

Anna: what↗

Mother: to your classroom

Anna: i dont know

- Mother:** you ran EVER so fast to your classroom 25
- Anna:** how do you know↗
- Mother:** cos i saw you (.) i couldnt catch up with you
- Kate:** she ran with me
- Mother:** and then what did you do when you got into the classroom↗
- Anna:** /əm/ (2) i dont know 30
- Mother:** what was in your bag↗
- Anna:** snack (1) got my snack box (1) had a drink (.) lorna had apple juice
- Mother:** did she↗ (1) what did you do at playtime↘
//
- Anna:** i forgot to tell you (.) sarah was in my class 35
- Mother:** so (.) SARAH as well (.) and what did you do at playtime↗
//
- Anna:** daniels sister
- Mother:** DANIELS sister
- Anna:** yes (1) we (.) we were playing at the apple tree (.) we were chasing after (.) i was 40
chasing after the boys (.) /ɜː/ (.) richard was chasing after me
- Father:** you were chasing after the boys↗
- Anna:** yes [*smiles*]

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>	/ i: /	be <u>a</u> t, kee <u>p</u>
/ v /	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e	/ ɪ /	bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y
/ ɵ /	<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, thi <u>nk</u> s, lo <u>ss</u> es	/ 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	/ a: /	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	/ ɔ: /	po <u>r</u> t, sa <u>w</u> , ta <u>l</u> k
/ h /	<u>h</u> igh, <u>h</u> it, beh <u>in</u> d	/ ə /	<u>a</u> bout, sudd <u>e</u> n
/ p /	<u>p</u> it, to <u>p</u>	/ ɜ: /	wo <u>r</u> d, bir <u>d</u>
/ 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	/ u: /	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> , grea <u>t</u>
/ tʃ /	<u>ch</u> urch, lu <u>nc</u> h	/ aɪ /	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/ dʒ /	<u>ju</u> dge, <u>gi</u> n, ju <u>ry</u>	/ ɔɪ /	bo <u>y</u> , noi <u>s</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> , no <u>, sn</u> ow	/ 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 /	ea <u>r</u> , he <u>r</u> e
/ l /	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ eə /	ai <u>r</u> , ca <u>r</u> e, cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ ʊə /	cu <u>r</u> e, ju <u>r</u> y
/ w /	<u>o</u> ne, <u>w</u> hen, swee <u>t</u>		
/ r /	<u>r</u> im, br <u>e</u> ad		
/ ʔ /	uh_oh		

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