



# Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

May/June 2023

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.

## 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 advertisement published in 1904 in *The Pittsburgh Gazette*, an American newspaper

## JOSEPH HORNE CO.

### Our Totally Different Serge<sup>1</sup> Suits for Men.

*\$10.00, \$12.00, \$15.00, \$20.00, \$30.00.*

A Joseph Horne Co. label on the inside of a serge suit is tantamount to saying there is none better, very few so good—for the same money. 5

We invite the most searching and critical examination of the way our suits are tailored, of the grades of cloth used. Every one all wool with pure wool lining. Some of our serge suits are lined with silk, and it is good silk.

Note especially the fit of the coat, how it sets around the neck, how the shoulders stand out, what a graceful hang the coat has. The fit of these serge suits could not be duplicated except by a custom tailor, and for that fit you would have to pay double what we ask. 10

#### Men's Newest Neckwear.

Did you ever notice how particular about his neckwear a man is? He may be indifferent about every other article of his attire, and be more than critical about his necktie. One man may like black, another may think indistinct blue the correct thing, and so on, and each must have a selection to meet his fancy. Well, we can please them all.

We have another shipment of finest English Foulard Silk Neckwear just in. There is no neckwear so satisfactory as that made from these fine English silks, they don't fray, and crease less than any other silk.

#### Women's Fabric Gloves. Summer Styles.

Fabric gloves are worn more and more. Today as many well dressed women wear silk or lisle<sup>2</sup> gloves as kid<sup>3</sup>. Not so many years since everyone wore kid gloves. As for the fabric gloves, we feel like congratulating Madame Fashion. 'Tis but seldom her majesty pronounces in favor of anything so thoroughly practical. Not only are they worn in the street, but the fine silk gloves are correct for evening wear as well. 15

20

25

**Full Length Silk Coats for Women—  
Various Priced.**

A long silk coat. What could be more dressy? Wear it when you go out driving, and not a bit of dust will injure your gown. Wear it when

automobiling, nothing could be more correct. Slip it on over your frills and flounces and you have a jaunty evening wrap. And we dare say the ingenious woman could find as many more occasions for this practical garment.

30

<sup>1</sup>*serge*: a heavy fabric made from wool

<sup>2</sup>*lisle*: fine, smooth cotton

<sup>3</sup>*kid*: a fine, high-quality leather

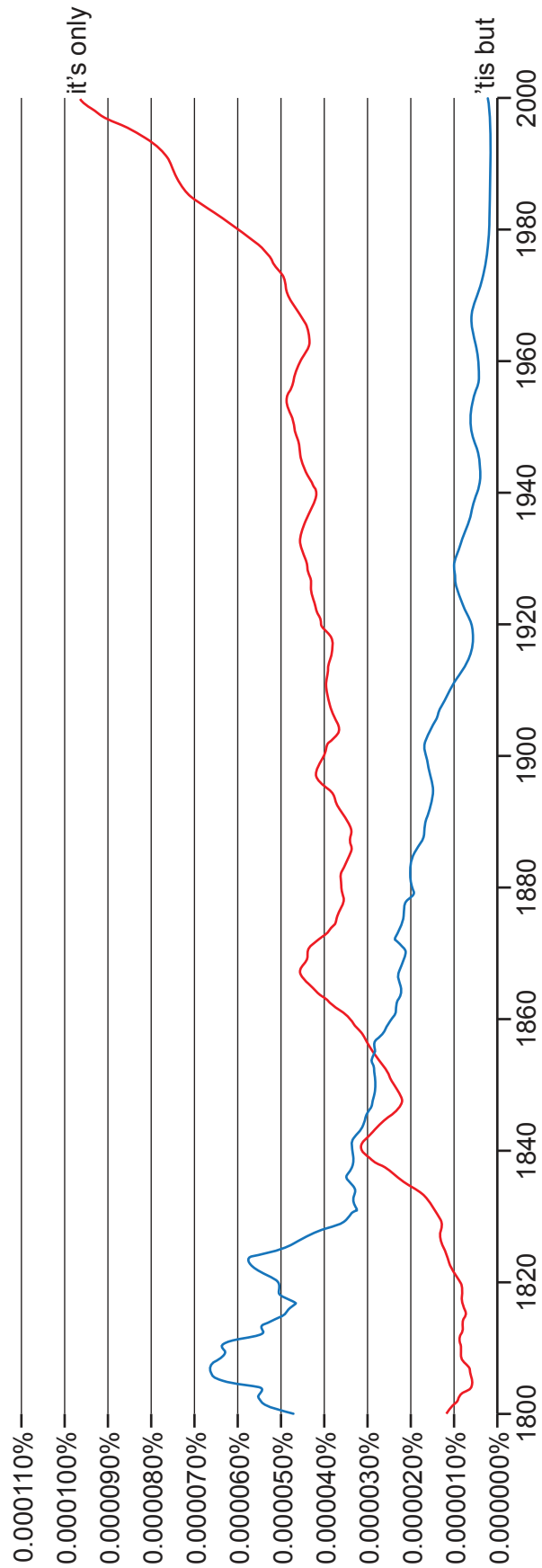
**Text B**

Synonyms for 'satisfactory' taken from the Early English Books Corpus (1470s–1690s) and from an online dictionary in 2021

<b>'Satisfactory' (1470s–1690s)</b>	<b>'Satisfactory' (2021)</b>
fatisfactory	adequate
satisfying	acceptable
desirable	sufficient
convincing	reasonable
pleasing	tolerable

## Text C

*n*-gram graph for 'tis but and it's only (1800–2000)



## Section B: Child language acquisition

## Question 2

Read the following texts, which are transcriptions of two parts of a conversation between India (age 1 year and 10 months) and her mother. They are at home, playing with some toy monkeys and other toy animals.

Analyse ways in which India and her mother are using language in this conversation. In your answer, you should refer to specific details from the transcriptions, as well as to ideas and examples from your wider study of child language acquisition. [25]

**Part A**

- India:** all /lelaʊ/
- Mother:** its a colourful bench isnt it (2) green (.) purple and yellow
- India:** [indecipherable speech sounds]
- Mother:** the monkeys are going to be piled up now are they↗ <India piles the monkeys up> (5) oh well done (2) thats a big tower of monkeys (.) <the monkeys fall down> oh (.) crash 5
- India:** oh↘
- Mother:** and again (5) well done (2) how many monkeys are there↘
- India:** /wʌ/ (.) /t/ (.) three four /dɒmiːz/
- Mother:** is it big↗ (.) big tower↗ (.) one (.) two (.) three (.) four 10
- India:** /t/ (.) three four
- Mother:** one two three four (.) thats right↗
- India:** mama weeee [laughs]
- Mother:** oh no the monkeys are going to jump on the sofa are they↗
- India:** mummy jump jump jump 15
- Mother:** oh monkeys jumping everywhere (.) jump jump jump (.) careful you dont throw them so they get lost
- India:** mummy jump jump (.) wow (.) /dæt/ get that
- Mother:** you want me to get it↗
- India:** jump jump jump down oh uh like /e/ oh uh like her 20
- Mother:** like her↗ (.) monkeys (.) what are monkeys eating↘
- India:** a nana
- Mother:** yeah it is a nana isnt it (.) how many monkeys are on the table↘

**India:** MORE

**Mother:** there arent any more (.) thats (.) thats the number that there are (.) do you want to put them back in the bag\ 25

**India:** no

### **Part B**

**India:** /æməlz/ little bye bye

**Mother:** bye animals (1) see you later (3) wheres he driving to then^

**India:** a /hɑːs/\ [India sings to herself] bye bye /æməlz/ (1) bye bye mummy 30

**Mother:** bye bye india <India tries to place toys in a toy car> are they both going in the car are they^

**India:** /dɒn/ fit mummy

**Mother:** do you want me to help you^ (2) pass it here then\ (1) yeah (1) theres two men in the car now 35

**India:** brum brum brum (1) car (1) /b/ (.) /æməlz/ /wɒ? el/ mummy

**Mother:** what else^ (1) weve got the white tiger (1) weve got the tiger (.) weve got the horsie

**India:** /dɔːtʃɪz/ (.) /dɔːtʃɪz/ (.) /dɔːtʃɪz/ (.) /dɔːtʃɪz/ (.) /dɔːtʃɪz/

**Mother:** where have the lion cubs gone^ 40

**India:** /dɔːtʃɪz/

**Mother:** oh your horsie (.) you want to get your horsie out^

### **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 /	bi <u>t</u> , ti <u>p</u> , 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, <u>w</u> ith, <u>e</u> ither	/ 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	/ aɪ /	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, a <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	/ ɔɪ /	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 /	a <u>b</u> out, su <u>dd</u> en
/ p /	<u>p</u> it, to <u>p</u>	/ ɜɪ /	wo <u>r</u> d, bi <u>r</u> d
/ t /	<u>t</u> ip, po <u>t</u> , ste <u>ep</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	/ uɪ /	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> , no, sno <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 /	ea <u>r</u> , he <u>r</u> e
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/ j /	<u>y</u> ou, be <u>y</u> ond	/ ʊə /	cu <u>r</u> e, 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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