



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/33

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. 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

Extracts from the introduction to a short story published in London in a magazine in 1833

Illustrated Article

GERTRUDE BREMMEL ;

OR, THE

HARPONEER OF FISH HOOK BAY.

A TALE OF SOUTH AFRICA.

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How exceedingly tedious did that part of the road that passes over a dreary wild, lying between Wynberg and Muzemberg, (a distance of about eight miles) appear to me, as I journed thereon towards Simons Town, on a dismal and threatening day, in the winter of 18—. It is perfectly straight from one extremity to the other ; the moor on either side is covered with low stunted bushes, and stragglng briars, stretching for miles, and bounded in the distance by rugged mountains, presenting the same mountainous scene during the whole extent of the road ; the only individual of the human species that encountered my strained gaze, was a farmer, conducting his bullock waggon to Cape Town.

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I put my *paard*¹ to his fastest speed in order that I might if possible obtain shelter in one of the cottages at Muzemburg (which I had now nearly reached,) ere the rain fell. The first habitation that I came to was a low thatched and white-washed cabin ; a rudely painted sign-board hung over the door-way, on which some cunning limner² had depicted a man of most villainous countenance, habited in a smock frock, and leathern gaiters, at the foot of which the following inscription was written, “ *The Gentle shepherd of*

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Salisbury Plain.” This house was kept by an old west countryman, yclept³ Peck. Farmer Peck, as he was entitled, was a man about the middling stature, rather inclined to be stout : his head bore a strong analogy in shape to that of a cod fish, and his long, straight, dark hair hung on his shoulders with rude negligence ; his habit consisted of a duffle jacket that had once been white, but had long since changed its original colour for that of a dirty, yellowish brown, a blue striped shirt, his indispensable nether garment was composed of tanned goat’s skin, and reached very little lower than the calf of his leg. Such was mine host of the “ *Gentle Shepherd !*” Scarcely had I concluded the repast which I had ordered to be served up, when the large rain drops began to patter against the casements ; not being by any means prepossessed in favour of a wet jacket, I determined to pass the night in an arm chair (for beds there were none), at Peck’s fire-side.

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¹ *paard*: a Dutch word for horse

² *limner*: a painter

³ *yclept*: by the name of; called

Text B

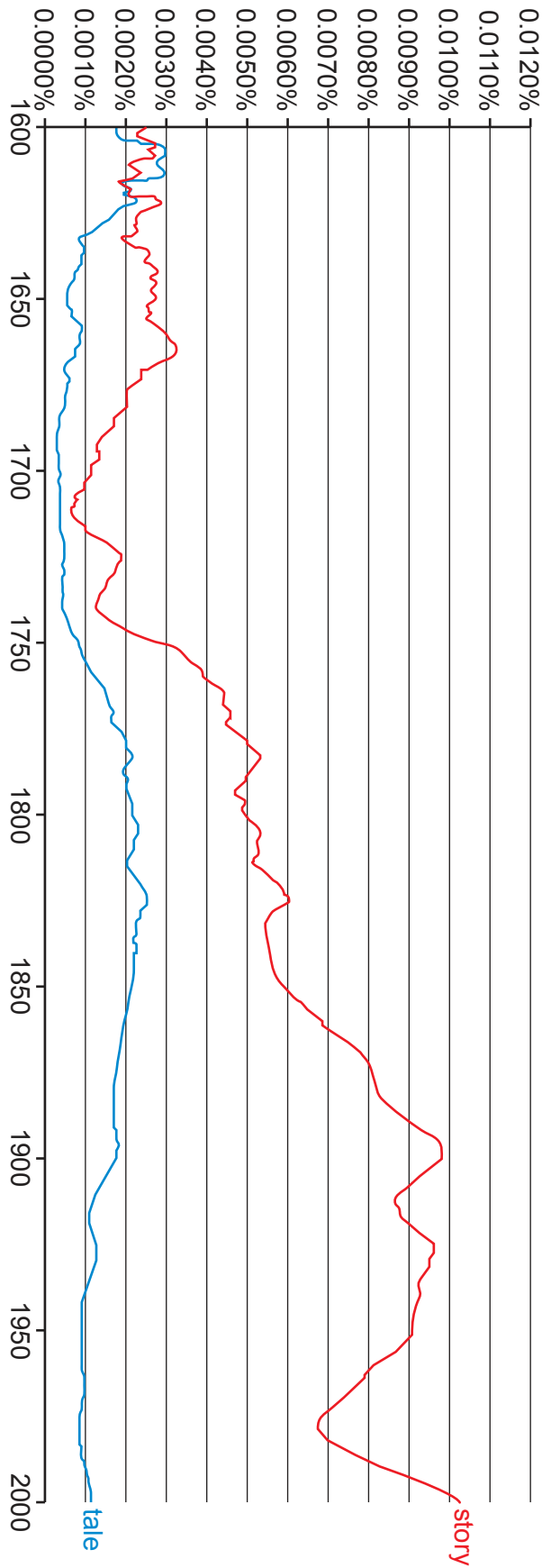
Eight of the top adjectival collocates for 'rude' from the Early English Books Corpus (1470s–1690s) and the Corpus of Global Web-based English (2012–2013)

| 'rude' (1470s–1690s) | 'rude' (2012–2013) |
|-------------------------|-----------------------|
| barbarous ¹ | mean |
| ignorant | arrogant |
| simple | disrespectful |
| rough | obnoxious |
| vulgar | offensive |
| unlearned | ignorant |
| illiterate | aggressive |
| imperfect | crude |

¹ *barbarous*: brutal, primitive or uncivilised

Text C

n-gram graph for the words *story* and *tale* (1600–2000)



Section B: Child language acquisition

Question 2

Read the following texts, which are transcriptions of extracts from two video messages from Ella (age 2 years) and her mother. The messages were recorded for Ella's grandparents.

Analyse ways in which Ella and her mother are using language in their conversations. 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]

Extract A

- Mother:** what did we do yesterday↗ (.) did we go somewhere↗ (.) did we go to the beach↗
- Ella:** yeah
- Mother:** who did we go with↗
- Ella:** lot¹ 5
- Mother:** charlotte and↗
- Ella:** jack (1) lot¹ and jack
- Mother:** what did we do on the beach↗
- Ella:** bucket
- Mother:** bucket and spade 10
- Ella:** ella got /beɪd/²
- Mother:** yeah (.) you had a spade didnt you↗
- Ella:** had little boy ball
- Mother:** did you go and kick the ball↗
- Ella:** little boys 15
- Mother:** was it (3) i think jack went over didnt he↘ (.) he wanted the ball
- Ella:** yeah (1) have it back (1) wanna have it back now

Extract B

- Mother:** are you going to say something to nanny and grandpa
- Ella:** no
- Mother:** how about you say morning↗ 20
- Ella:** monday

- Mother:** its saturday (1) what did you say when you woke up this morning↗
- Ella:** byebye
- Mother:** what did you say↗
- Ella:** byebye 25
- Mother:** no (1) you said cock a doodle doo
- Ella:** yeah [laughs] cock a doo doo
- Mother:** cock a doodle doo (2) im going to make coffee (.) you talk to nanny and grandpa
- Ella:** ok 30
- Mother:** go on then (.) what are you going to say↗ <mother leaves the room>
- Ella:** [waves and smiles at camera] hi (.) /gænpa:ɪ/ and nanny (2) <sees hairclip on the table> oh (1) /eəkɪp/ (2) ellas hair (1) put it (.) in <Ella takes the hairclip out of her hair and tries to put it in the spout of her cup> put it in (.) /deə/ (1) put it in (2) in /deə/ (1) put it in /deə/ (1) mummys caking (1) mummys caking (2) go to bed (2) bye bye (1) bye bye (1) see later 35
- Mother:** <mother comes back into the room and looks at camera> bye bye (.) see you later
- Ella:** bye [mother and Ella wave at the camera]

¹ /ot/: Ella's pronunciation of the name *Charlotte*

² /beɪd/: Ella's pronunciation of the word *spade*

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, <u>ath</u> lete | / e / | be <u>e</u> t, 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, 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 | / aɪ / | 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>ig</u> e | / 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 / | <u>a</u> bout, 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>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>nc</u> h | / aɪ / | t <u>i</u> me, 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>wn</u> |
| / 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, 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 / | <u>a</u> ir, 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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