



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/31

Paper 3 Language Analysis

May/June 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 evidence given and questions asked in a criminal court case in London in 1793

SARAH WILLIAMS was indicted¹ for stealing on the 7th of November, one piece of printed cotton, containing fourteen yards², value 1l. 8s.³ the goods of William Rotten.

WILLIAM ROTTEN *sworn.*

5 WILLIAM ROTTEN: I am a linen draper⁴ in Oxford-street. I lost the cotton on Thursday the 7th of November; these printed cottons I lost with some others that were tied at the door. I saw the prisoner looking at these things; after she had looked at them, and
 10 examined them some little time, she made a motion to come into the shop; she put one foot upon the threshold of the door, and without any questions, or looking to see if she saw any body, she immediately turned short, and went
 15 round the corner of our house, the corner of Oxford-market Court; I suspected her going to take something, going away so suddenly; and I was going towards the shop door to see, and a young man at the time, asked me, if I
 20 had lost any thing? I looked at the prints at the door, and found there were some gone; I went after the woman, and in Oxford-market, I catched hold of her about forty yards from the house; as I laid hold of her hand to bring her
 25 back, I saw the prints under her arm; when I led her back about five yards, she let them fall; a person that was by, immediately told me of it, and picked them up, and gave them me.

Q. What did you do on that information?

WILLIAM ROTTEN: He brought them, and gave them to me, and I took them into the shop with the prisoner. I was not gone a yard from the place where she dropped them. 30

Q. In what manner was the print that you see under her arm, had she a cloak on, or not? Did you see the print, or did you not? 35

WILLIAM ROTTEN: I see the prints; her cloak flew back when I catched hold of her arm. 40

Q. Was it all one figure, or different figures?

WILLIAM ROTTEN: Two different patterns.

Q. Can you say for a certainty, they are the same patterns that you missed? 45

WILLIAM ROTTEN: Yes, I had them counted immediately.

Q. Do you know this property to be your's, except from the pattern? 50

WILLIAM ROTTEN: I know it from the shop mark, a mark of my own invention, it is a character, neither letters, nor figures.

¹indicted: brought before a court on a charge of having committed a crime

²yards: the plural of 'yard', a unit of measurement for length, slightly less than a metre

³1l. 8s.: the value of the goods in the local currency of the time

⁴linen draper: someone who sells cloths and fabrics

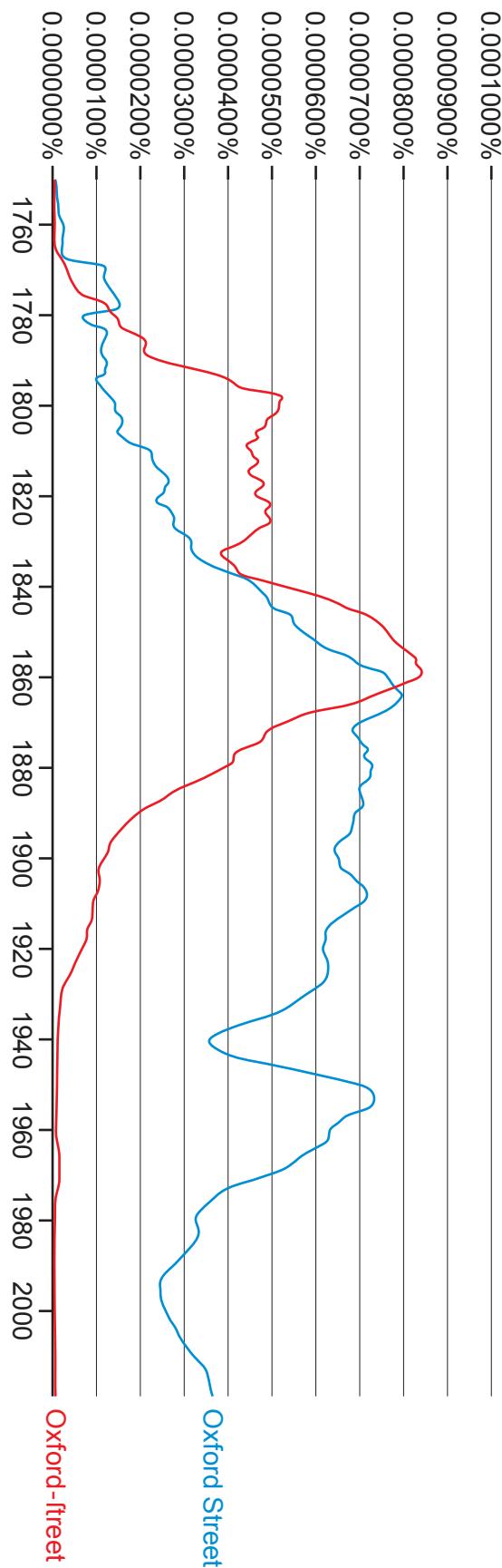
Text B

The top five collocates preceding ‘figure’ and ‘pattern’ from the British National Corpus (1980s–1993)

‘figure’	‘pattern’
central	similar
key	general
leading	new
tall	different
public	basic

Text C

n-gram graph for Oxford Street and Oxford-*l*street (1750–2019)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Samir (age 4 years) and his mother. Samir is having a bath.

Analyse ways in which Samir 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: samir (.) are you okay↗

Samir: yeah (.) okay

Mother: right (2) is the water warm enough for you↗

Samir: yeah (1) bit hot

//

Mother: is it a bit hot↗

//

Samir: yeah (.) but i dont mind it

5

Mother: well (.) the house isnt very warm (.) so i thought (.) a nice warm bath

Samir: oh (.) yeah

10

//

Mother: and ive just had one

Samir: know the freezing water we had↗

Mother: yes (.) i think

//

Samir: and (.) um (.) every time you put it on me it tickles↗

//

Mother: tickles (.) yeah (.) i know
it wasnt very warm (.) it wasnt cold water but (.) it wasnt very warm (.) was it ↴
(1) tepid (1) lukewarm

15

20

Samir: lukewarm

Mother: thats the word samir (1) lukewarm

Samir: luke is warm [laughs]

Mother: [laughs] like your friend (.) your friend called luke (.) when he gets his jumper on

Samir: mum ↴ (.) my necks always (1) i need to wash my neck

25

//

Mother: do you (1) well (1) your
neck is a place that can get grubby (1) and it needs a good wash

//

Samir: it always tells me when
it needs a wash

30

Mother: who tells you ↴

**REFERENCE TABLE OF International Phonetic Alphabet (IPA) PHONEMIC SYMBOLS
(RECEIVED PRONUNCIATION)**

1 Consonants of English		2 Pure vowels of English	
/ f /	<u>fat</u> , <u>rough</u>	/ i: /	<u>beat</u> , <u>keep</u>
/ v /	<u>very</u> , <u>village</u> , <u>love</u>	/ ɪ /	<u>bit</u> , <u>tip</u> , <u>busy</u>
/ ə /	<u>theatre</u> , <u>thank</u> , <u>athlete</u>	/ e /	<u>bet</u> , <u>many</u>
/ ð /	<u>this</u> , <u>them</u> , <u>with</u> , <u>either</u>	/ æ /	<u>bat</u>
/ s /	<u>sing</u> , <u>thinks</u> , <u>losses</u>	/ ʌ /	<u>cup</u> , <u>son</u> , <u>blood</u>
/ z /	<u>zoo</u> , <u>beds</u> , <u>easy</u>	/ aɪ /	<u>car</u> , <u>heart</u> , <u>calm</u> , <u>aunt</u>
/ ʃ /	<u>sugar</u> , <u>bush</u>	/ ɒ /	<u>pot</u> , <u>want</u>
/ ʒ /	<u>pleasure</u> , <u>beige</u>	/ ɔɪ /	<u>port</u> , <u>saw</u> , <u>talk</u>
/ h /	<u>high</u> , <u>hit</u> , <u>behind</u>	/ ə /	<u>about</u> , <u>sudden</u>
/ p /	<u>pit</u> , <u>top</u>	/ ɜɪ /	<u>word</u> , <u>bird</u>
/ t /	<u>tip</u> , <u>pot</u> , <u>steep</u>	/ ʊ /	<u>book</u> , <u>wood</u> , <u>put</u>
/ k /	<u>keep</u> , <u>tick</u> , <u>scare</u>	/ uɪ /	<u>food</u> , <u>soup</u> , <u>rude</u>
/ b /	<u>bad</u> , <u>rub</u>		
/ d /	<u>bad</u> , <u>dim</u>	3 Diphthongs of English	
/ g /	<u>gun</u> , <u>big</u>	/ eɪ /	<u>late</u> , <u>day</u> , <u>great</u>
/ tʃ /	<u>church</u> , <u>lunch</u>	/ aɪ /	<u>time</u> , <u>high</u> , <u>die</u>
/ dʒ /	<u>judge</u> , <u>gin</u> , <u>jury</u>	/ ɔɪ /	<u>boy</u> , <u>noise</u>
/ m /	<u>mad</u> , <u>jam</u> , <u>small</u>	/ aʊ /	<u>cow</u> , <u>house</u> , <u>town</u>
/ n /	<u>man</u> , <u>no</u> , <u>snow</u>	/ əʊ /	<u>boat</u> , <u>home</u> , <u>know</u>
/ ŋ /	<u>singer</u> , <u>long</u>	/ ɪə /	<u>ear</u> , <u>here</u>
/ l /	<u>loud</u> , <u>kill</u> , <u>play</u>	/ eə /	<u>air</u> , <u>care</u> , <u>chair</u>
/ j /	<u>you</u> , <u>beyond</u>	/ ʊə /	<u>cure</u> , <u>jury</u>
/ w /	<u>one</u> , <u>when</u> , <u>sweet</u>		
/ r /	<u>rim</u> , <u>bread</u>		
/ ɿ /	<u>uh-oh</u>		

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