



# Cambridge International AS & A Level

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**ENGLISH LANGUAGE**

**9093/32**

Paper 3 Language Analysis

**October/November 2021**

**2 hours 15 minutes**



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

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**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 [ ].

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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 extract from an official report about education in England, published in 1861

III  
EDUCATION OF CHILDREN OF OUTDOOR PAUPERS<sup>1</sup>

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We addressed, through the Poor Law Board and the Committee of Council, to their respective inspectors, the following questions:

- |  |   |
|--|---|
| I. What do you believe to be the moral, intellectual, physical, and industrial state of the outdoor pauper children? | 5 |
| II. To what causes do you attribute that state?  |   |
| III. What remedies can you suggest?  |   |

Their answers are all to the same effect. They describe their condition, – moral, intellectual, and physical, – as being as low as possible. The following extract from Fr. Farnall's report as to London is a fair specimen of the evidence. 10

It is also well known that corruption of an obstinate and firm growth has its fixed abode amongst them, and is the inevitable consequence of their miseries, their helplessness, and their vice.

In 1841, Dr. Kay and Mr. Tufnell wrote as follows: ‘The pauper children assembled at Norwood<sup>2</sup> from the garrets<sup>3</sup>, cellars, and wretched rooms of alleys and courts in the dense parts of London are often sent thither in a low state of destitution, covered only with rags and vermin, often the victims of chronic disease, almost universally stunted in their growth, and sometimes emaciated with want. The low-browed and inexpressive physiognomy<sup>4</sup> or malign aspect of the boys is a true index to the mental darkness, the stubborn tempers, the hopeless spirits, and the vicious habits on which the master has to work.’ 15  
20

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To them the State is *loco parentis*<sup>5</sup>. One-sixteenth of them, or about 8,000, are every year added to the adult population. In many they are added to the pauper or criminal portion of it. ‘It is from this neglected class of children,’ says Major-General Sir J. Jebb, ‘that juvenile criminals spring; and that the gaols are eventually filled with adult criminals.’ 25

As a general rule it may be said that these children, as they grow up, are divided between the gaol and the workhouse<sup>6</sup>; they form the hereditary pauper and criminal class. If we could withdraw them from the influences which now corrupt them, we should cut off the principal roots of pauperism and crime. 30

We have already shown that all who have considered the subject believe that the creation of district and separate schools is the only remedy for the evils of the workhouse schools. 35

**Notes:**

<sup>1</sup>*paupers*: people living in poverty

<sup>2</sup>*Norwood*: the name of an orphanage

<sup>3</sup>*garrets*: small attic rooms

<sup>4</sup>*physiognomy*: the physical appearance of the face

<sup>5</sup>*loco parentis*: Latin for 'in the place of a parent'

<sup>6</sup>*workhouse*: buildings where, from the 17<sup>th</sup> to early 20<sup>th</sup> centuries, people who were too poor to afford housing would work in exchange for food and lodging.

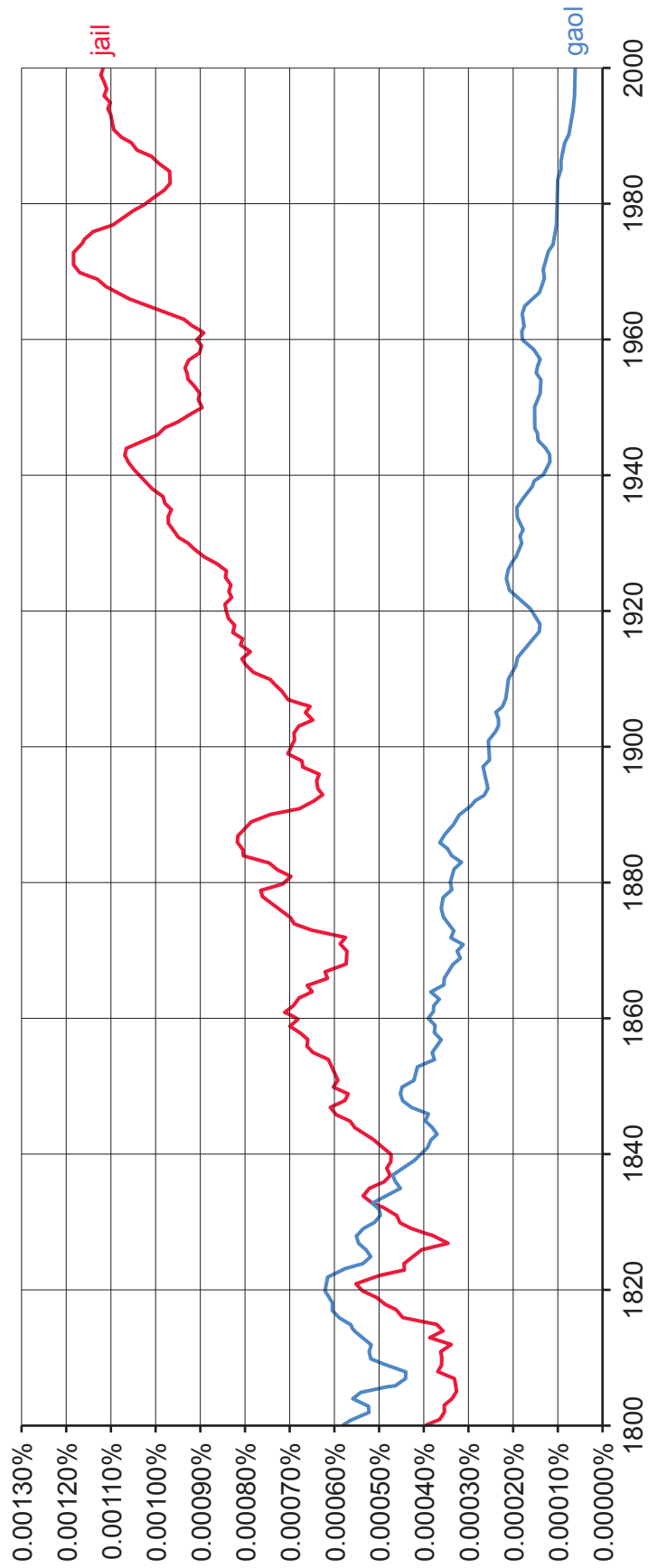
**Text B**

The top six nouns used alongside 'class' with 'and'/'or', from the English Historical Book Collection corpus (books from 1473 to 1800) and in the English Web 2015 corpus (texts collected from the internet in 2015)

<b>'class and/or ...' 1473–1800</b>	<b>'class and/or ...' 2015</b>
rankes	race
century	workshop
rank	gender
division	seminar
nobility	group
sort	ethnicity

## Text C

*n*-gram graph for the words *jail* and *gaol* (1800–2000)



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

Read the following text, which is a transcription of a conversation between Aria (age 4 years) and her mother. They are at home and Aria is playing with toy animals.

Analyse ways in which Aria and her 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:** wheres all the animals↗

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**Aria:** °thank you°

## REFERENCE TABLE OF 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, 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>n</u> ks <u>s</u> , 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, 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	/ 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, sudd <u>e</u> n
/ 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>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	/ 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>e</u> at
/ tʃ /	<u>ch</u> urch, lu <u>n</u> ch	/ aɪ /	t <u>i</u> me, <u>h</u> igh, di <u>e</u>
/ dʒ /	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/ ɔɪ /	bo <u>y</u> , no <u>i</u> se
/ m /	<u>m</u> ad, ja <u>m</u> , sm <u>a</u> ll	/ aʊ /	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/ n /	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/ əʊ /	bo <u>a</u> t, h <u>o</u> me, kn <u>o</u> w
/ ŋ /	si <u>n</u> ger, lon <u>g</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 /	a <u>i</u> r, ca <u>r</u> e, cha <u>i</u> r
/ 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>e</u> ad		
/ ʔ /	uh_oh		

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