

Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/03**

Paper 3 Language Analysis

For examination from 2029

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 **8** pages.

Section A: Language change

Question 1

Read **Texts A, B** and **C**.

Analyse how **Texts A, B** and **C** exemplify the various ways in which the English language has changed over time. Support your analysis with reference to specific details from all three texts, as well as to ideas and examples from your wider study of language change. [25]

Text A

An extract from a book for students of English literature, published in 1876

THE

STUDENT'S COMMON-PLACE BOOK:

A CYCLOPEDIA OF ILLUSTRATION AND FACT,
TOPICALLY ARRANGED.

FOR THE USE OF STUDENTS IN EVERY DEPARTMENT OF ENGLISH LITERATURE.

INTERLEAVED FOR ADDITIONS.

VOLUME I.—ENGLISH LITERATURE.

With an Appendix, containing Hints on the Formation of a Student's Library, Etc., Etc.

BY HENRY J. FOX, D. D.,
PROFESSOR IN THE STATE UNIVERSITY OF SOUTH CAROLINA.

NULLA DIES SINE LINEA.

A. S. BARNES & COMPANY,
NEW YORK, CHICAGO, AND NEW ORLEANS.

PREFACE.

“Next to the originator of a good sentence, is the first quoter of it.”—*Emerson*.

“When found, make a note of.”—*Captain Cuttle*.

IN this volume the author gives the result of over thirty years of miscellaneous reading. It was his good fortune in young manhood, to purchase Todd’s *Index Rerum*¹. It was found to be useful as a hint, but signally inadequate for the accomplishment of the purpose for which it was designed. A series of blotters and common-place books was adopted, and the accumulations at stated periods were analyzed and “posted-away” in the Index, after the manner of the merchant posting the aggregated items of his journal into his ledger day by day.

The greater part of the book is the result of actual and thorough reading. It is a record of notes taken with the book referred to in hand. In preparing it, however, for the press, the author has availed himself of published indexes to a limited extent. He would especially and gratefully acknowledge his indebtedness to Poole’s *Index to Periodical Literature*, an invaluable work, now, unfortunately, out of print.

It is hardly possible to exaggerate the value of these regular literary accretions² to the author, or to overestimate the value of the assistance they have been to him in all the duties connected with his professional life. What they have been to him he hopes they may prove to be to others.

The hive to which he has carried honey, some of it perchance discolored, is placed within the reach of all, so that they may not only eat its accumulated treasure, but add to its stores the more precious sweetness they themselves have gathered.

This volume is given to the public with the hope that it may prove to be a suggestion and a stimulus to all who contemplate entering any of the learned professions or who expect to earn their bread by labor in any of the now numerous walks of literature.

¹*Todd’s Index Rerum*: a well-known alphabetically organised notebook for the user to record items of interest

²*accretions*: growth or increase by the gradual accumulation of items

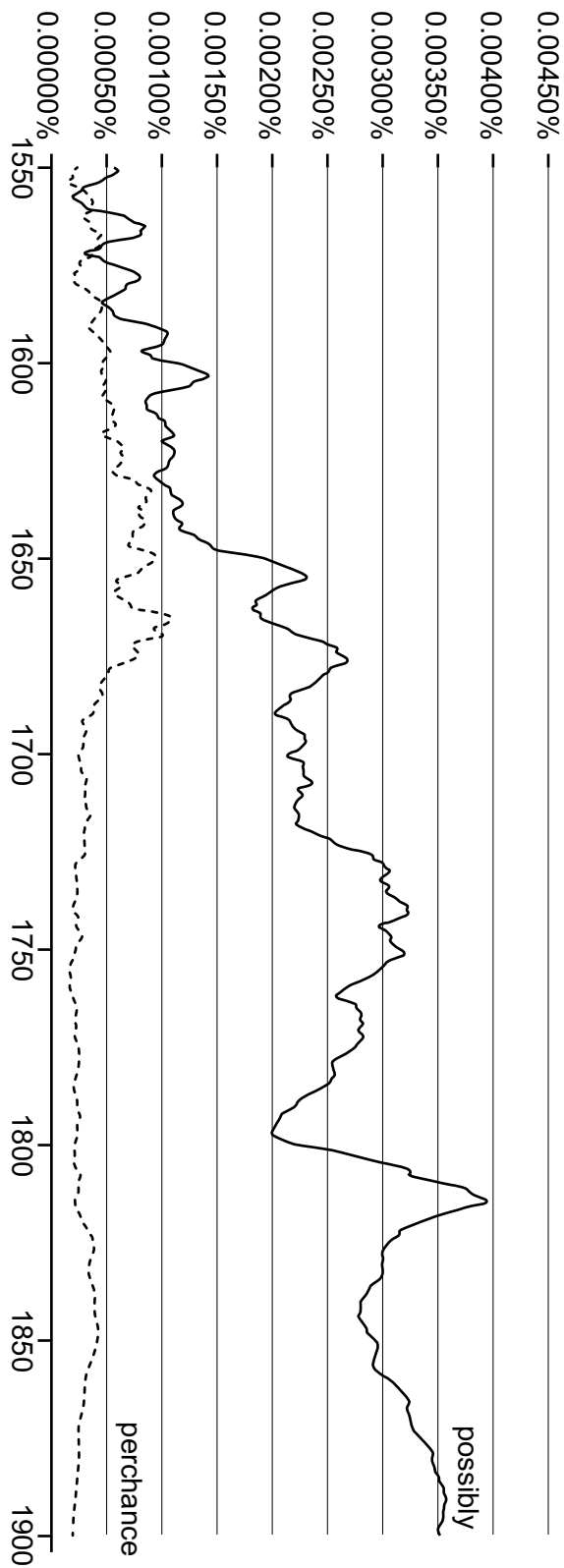
Text B

Five of the top collocates for the noun 'merchant' taken from the Early English Books Online Corpus (1620) and the Corpus of Online English (2020–2022).

merchant (1620)	merchant (2020–2022)
good	fee
wise	bank
Goldsmithes	navy
taylers	services
marriage	ships

Text C

An n -gram graph for 'perchance' and 'possibly' from 1550 to 1900



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Kofi (aged 5), Osei (aged 8) and their mother. They are at home, playing a board game.

Analyse ways in which Kofi, Osei and their 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]

- Kofi:** osei have you seen where i hurt my knee\
- Osei:** yeah kofi you showed me like a million times already
- Kofi:** no i didnt and anyway its hurty where i falled over
- Osei:** so⁷ ive hurt myself loads of times and i havent complained did i mum\ (2) and anyway you should say fell over not falled over
- Mother:** it doesnt matter how he says it osei (2) we all know what he means
- Osei:** yeah but he sounds like a baby (1) baby baby kofi
- Mother:** // okay enough (1) is your knee hurting now kofi\
- Kofi:** yes its very hurty even now (3) °sorry i /wɪpʌnd/ my trousers mummy°
- Osei:** hes doing it again (1) say it properly kofi (1) ripped not /wɪpʌnd/ (.) with a /rə/ (.) /rə/ (.) /rə/ at the front
- Mother:** lets not worry about the ripped trousers or about talking lets get on with the game
- Osei:** im going first
- Kofi:** // no osei im going first
- Osei:** // first first first (.) me first cos im the oldest
- Mother:** actually i think im the oldest so im going first and that will be an end to it (2) so i'll shake the dice first <shakes the dice> (3) so ive shaken a three and a five (2) how many does that make\
- Kofi:** erm (1) seven
- Osei:** [laughs] WRONG
- Mother:** nearly right kofi (1) we need a bigger number than seven
- Kofi:** nineteen
- Osei:** [laughs] WRONG AGAIN
- Kofi:** i dont know (1) i can't do it cos hes putting me off to think

- Mother:** okay dont worry (1) just have a guess then
- Kofi:** okay mummy (2) i guess at (1) eleventy twelve [*laughs*]
- Osei:** [*laughs*] kofi thats not even a number (1) you just made that up (.) mum hes just making things up and ruining the game
- Mother:** osei you need to be more kind to your brother please
- Kofi:** yeah osei (.) be more kinder to me when my knees hurty (.) dont forget
- Osei:** okay well i will give you the answer for the number (1) its eight (.) and you should know that from school
- Mother:** and thats you being kind osei is it↗
- Osei:** °i am being kind (.) i gave him the answer°
- Mother:** its still my go (1) osei (.) for giving kofi the answer you can move my counter (1) eight places forward please (1) kofi (.) you can go next because of your knee

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

/wiv/ = phonemic representation of speech sounds

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (Cambridge University Press & Assessment) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge International Education is the name of our awarding body and a part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.

Reference Table of International Phonetic Alphabet (IPA) phonemic symbols (standard British pronunciation)

1 Consonants of English

/ f / — fat, rough
 / v / — very, village, love
 / ð / — theatre, thank, athlete
 / ð / — this, them, with, either
 / s / — sing, thinks, losses
 / z / — zoo, beds, easy
 / ʃ / — sugar, bush
 / ʒ / — pleasure, beige
 / h / — high, hit, behind
 / p / — pit, top
 / t / — tip, pot, steep
 / k / — keep, tick, scare
 / b / — bad, rub
 / d / — bad, dim
 / g / — game, big
 / tʃ / — chair, lunch
 / dʒ / — judge, gym, jury
 / m / — mad, jam, small
 / n / — man, no, snow
 / ŋ / — singer, long
 / l / — loud, hill, play
 / j / — you, beyond
 / w / — one, when, sweet
 / r / — rim, bread
 / ʔ / — uh-oh

2 Pure vowels of English

/ i: / — beat, keep
 / ɪ / — bit, tip, busy
 / e / — set, many
 / æ / — bat
 / ʌ / — cup, son, blood
 / a: / — car, heart, calm, aunt
 / ɒ / — pot, want
 / ɔ: / — port, saw, talk
 / ə / — about, sudden
 / ɜ: / — word, bird
 / ʊ / — book, wood, put
 / u: / — food, soup, rude

3 Diphthongs of English

/ eɪ / — late, day, great
 / aɪ / — time, high, die
 / ɔɪ / — boy, noise
 / aʊ / — cow, house, town
 / əʊ / — boat, home, know
 / ɪə / — ear, here
 / eə / — air, care, chair
 / ʊə / — cure, jury