



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/31

Paper 3 Language Analysis

May/June 2022

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 the Report to the Commissioner of Education for 1891–2, published by the United States' Office of Education

CHAPTER XXV.

THE CARE OF TRUANTS AND INCORRIGIBLES.

BY EDWIN P. SEAVER.

Superintendent of Boston Schools.

Boys who will not go to school when they ought, and boys who are so ill-behaved when they do go that teachers have good reason to wish they had stayed away – these are the truants and incorrigibles who must be taken care of if education in this country is to become universal in fact as well as in purpose, and so do its full work in training to good citizenship, and in preventing crime. Little matters it whether the boy is out of school from his own waywardness, his parents' neglect, or the willingness of teachers to be rid of a troublesome pupil ; in any case he stands for a failure in education, and is a source of danger to the commonwealth. 5 10

How to care for such boys – and girls too, for there are such girls – how to keep them in a school where they must work steadily, behave well, and learn to cherish some worthy purpose in life – this we may call our truancy problem.

Primarily the truancy problem is an educational problem for school authorities to deal with, not a matter of municipal regulation for police magistrates to manage. Not until truancy, neglected and unchecked, has led to positive crime, ought the truant to be handed over to the criminal jurisdiction. Not until education has exhausted all means of prevention and reformation should the truant be surrendered to the police magistrates for punishment. 15

The distinction here implied is of the greatest moment, though often overlooked or ignored. Let it be properly emphasized. 20

Truancy is not in itself a crime; but it is the dangerous way that leads many a boy into crime. The boy who has broken away from the restraints of home and school is not by that act a criminal; though he is giving rein to tendencies that will soon make him one. He is in grave danger; but timely care may save him. 25

Now, if the truant is not a criminal, it is an injurious mistake to treat him as if he were; it is worse, it is a crime against society. Restraint he certainly needs; but the restraint of a confinement in a prison, or even in a reformatory with criminal companionship, destroys at once the best chance there is of saving him from crime.

Text B

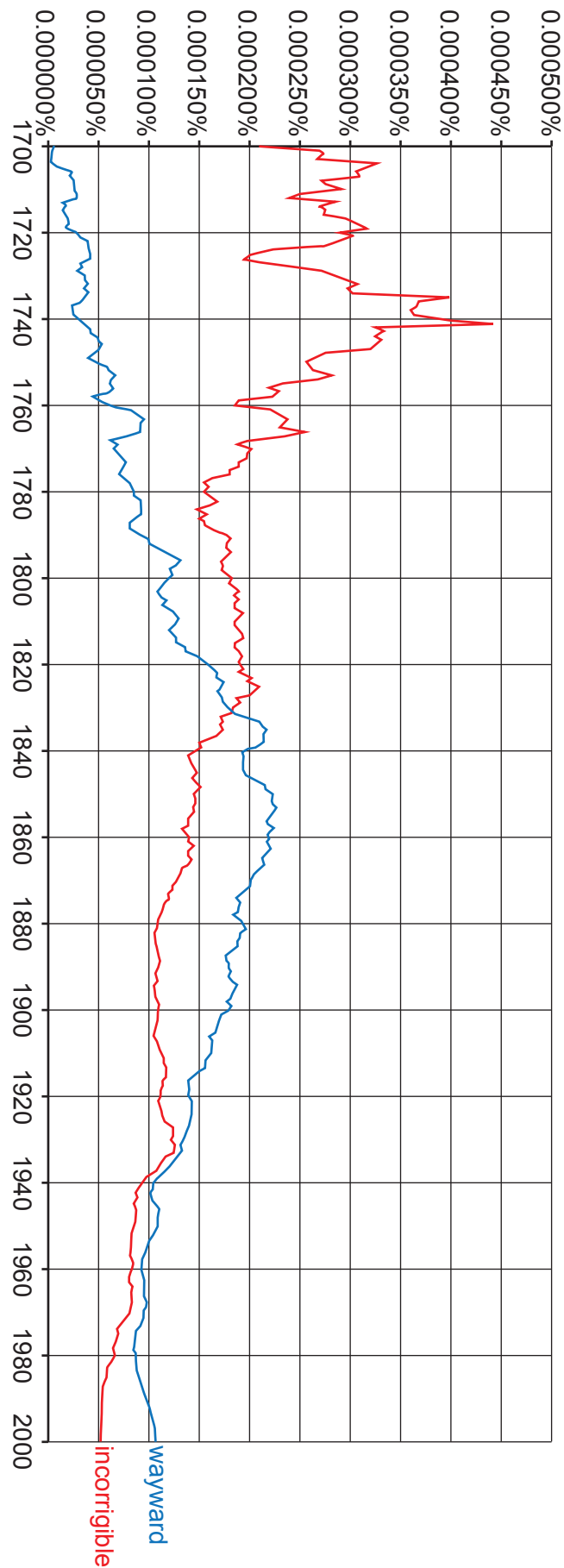
The top five collocates for 'crime' from the Early English Books Corpus (1470s–1690s) and the British National Corpus (1980s–1993)

'crime' (1470s–1690s)	'crime' (1980s–1993)
committed	prevention
guilty	corporate
capital	committed
hainous ¹	car
treason	punishment

¹*hainous*: adjective to describe a wicked or evil act or person (modern spelling is 'heinous')

Text C

n-gram graph for the words *wayward* and *incorrigible* (1700–2000)



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

Read the following text, which is a transcription of three parts of a conversation between Tia, Jadzia and Lola (all age 4 years). The three girls are playing in the school playground with the teacher watching.

Analyse ways in which Tia, Jadzia, Lola and their teacher 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]

Part A

Tia: hey guys ive got a great game we can play

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Tia: okay

**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, ath <u>l</u> ete	/ e /	b <u>e</u> t, ma <u>n</u> y
/ ð /	<u>th</u> is, <u>th</u> em, with, e <u>ith</u> er	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, think <u>s</u> , loss <u>e</u> s	/ ʌ /	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/ z /	<u>z</u> oo, be <u>d</u> s, eas <u>y</u>	/ 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>k</u>
/ 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> , st <u>ee</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	/ 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, lun <u>ch</u>	/ 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> , noi <u>s</u> e
/ 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, ho <u>m</u> e, kn <u>o</u> w
/ ŋ /	si <u>ng</u> er, 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>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ 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 <u>_</u> oh		

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