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Cambridge Assessment International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/32**

Paper 3 Language Analysis **February/March 2025**

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.

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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

A diary entry, about a visit to Amergau in the Austrian state of Tyrol, which was published in the book *Notes of a Wanderer* in 1839

AMERGAU, *September 5.*—I have now been five days at Amergau. The weather, with the exception of one day (the 2d), has been intensely cold, with almost constant rain. During the last thirty hours there has been an absolute deluge, and it now pours as if the fountains of heaven were unloosed. The tops of the hills that bound the valley are covered with snow, and the hurricanes of wind, rushing down from their frigid summits, almost carried away the roof of my cottage. I lay awake for two hours last night, in fear and trembling. I have been in consequence a close prisoner, quitting my cottage only to repair to the inn for dinner, and returning forthwith, to enjoy the warmth of my comfortable stove. Can it be that winter has already set in? The natives say no; but I wish I were well out of the Tyrol. Meantime, I am fortunate in having a snug shelter from the fury of the elements. Time passes smoothly enough, although I have no books, except a German primer[1] and a copy of Sallust[2]; the latter is a school prize, gained by one of the sons of my host. Hammering over the Catiline Conspiracy[3] has been an agreeable and profitable pastime. I like the family with whom I lodge exceedingly. It consists of an old man and his wife, who is an elderly woman, fat and spheroidal as an orange, with a countenance "round as the shield of my fathers," and the very picture of good nature. The children are three in number, two young lads of nineteen and fourteen, and a rosy coy[4] maiden coming between. In the evenings, I join their domestic circle down stairs, and while away an hour in the enjoyment of music. The Tyrolese are essentially a musical people. The elder of the two boys plays on a rude[5] guitar—the sister and younger brother accompanying him with a song.

[1] *primer*: an introductory textbook
[2] *Sallust*: a Roman historian
[3] *Catiline Conspiracy*: a failed attempt to seize control of the Roman republic in 63BC.
[4] *coy*: being shy, or pretending to be shy in order to appear attractive
[5] *rude*: basic, simple or imperfect

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Text B

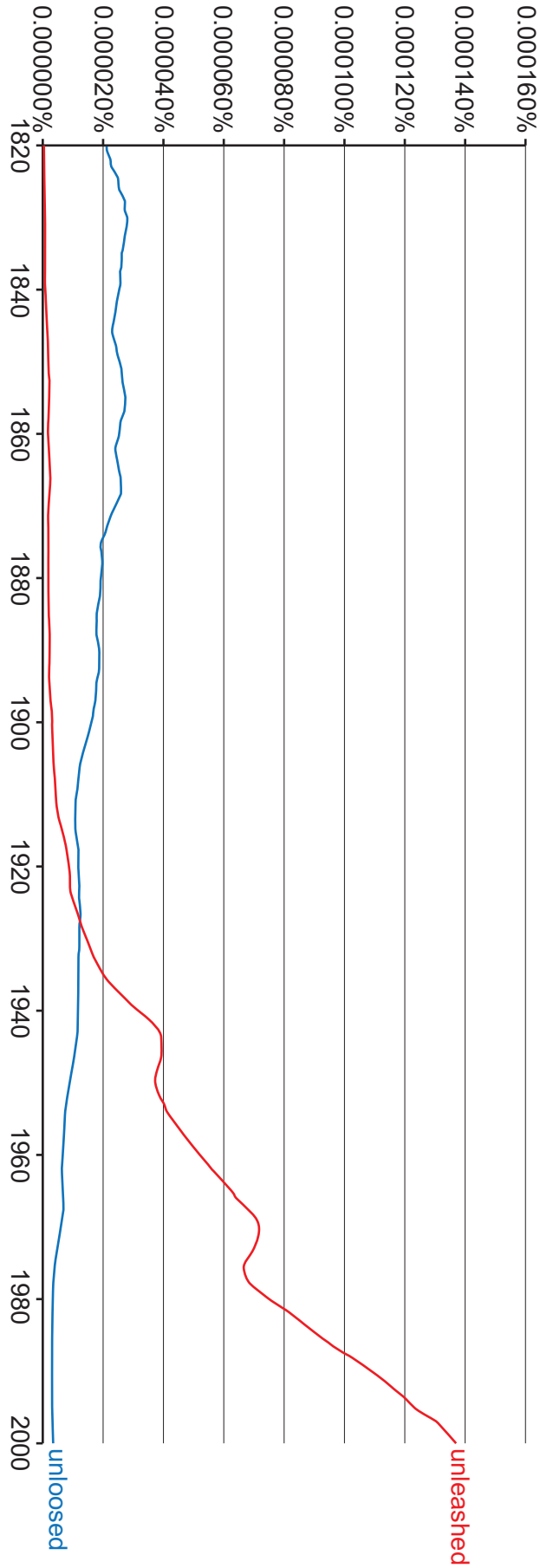
The top five collocates of the verb phrase ‘repair to’, taken from the Early English Books Online Corpus (1470s–1690s) and the English Web Corpus (2020)

‘repair to’ (1470s–1690s)	**‘repair to’ (2020)**
court	roof
places	equipment
forthwith	bridge
London	building
city	vehicle

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Text C

n-gram graph for the words *unleashed* and *unloosed* (1820–2000)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Fabian (age 4 years), his sister Effie (age 8 years) and their grandmother, whom they call 'Granny'. They have just arrived home from school.

Analyse ways in which the speakers 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]

Granny: put the school bags in the hall please but first you need to bring me your water bottles and empty lunchboxes

Effie: fabians wont be empty granny (.) he never eats his lunch

Fabian: // i do /gænɪ/ i do i always eat mine all all all

Effie: // fabian you do not (.) you only eat the biscuits and

Granny: // yes well just bring them here and before you have any snacks or drinks i'll check whether theyre empty

Fabian: CUPPA TEA CUPPA TEA

Granny: i beg your pardon↗

Fabian: i want a cup of tea

Granny: and again (1) i beg your pardon↗

Fabian: i want a cup of tea (1) °please°

Granny: better (.) but not perfect (2) how about you effie↗ (.) would you like a cup of tea↗

Effie: no (.) hot chocolate (.) i know how to make it (.) i do it in the microwave

Fabian: i want two cuppa teas

Granny: do you indeed↘ i think one is enough (2) sit at the table whilst i make the tea

Fabian: no i want two cuppa teas (1) my daddy maked two cuppa teas for me on that day (.) /jesdeɪ/

Effie: // yeah fabian but one was for him and one was for you↘

Fabian: // i want two three five and i want my small ball (2) only to look at↘

Granny: i think you would be better looking at the school reading book (2) why would you want to look at the ball↗

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Effie: its cos hes allowed to have the small ball inside but only to roll it and not to throw it

Fabian: its not for /frəʊ/ *35*
//

Granny: rolling only then (.) not throwing <*fabian throws the ball at the wall*> CAREFUL OF THE WINDOW (3) okay now lets calm down a bit and look at that school reading book (2) sit here next to me and we'll look at it together *40*

Fabian: <*fetches book and sits next to his grandmother*> i like this book (.) i like the animals and i make up the names

Granny: but you dont need to make up their names because their names are in the book (2) what does that word say↗

Fabian: [*points to picture in book*] that one name steve *45*

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
/frəʊ/ = phonemic representation of speech sounds

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

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

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