

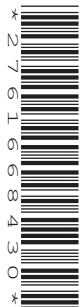


# Cambridge International AS & A Level

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**ENGLISH LANGUAGE****9093/33**

Paper 3 Language Analysis

**May/June 2025****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. Any blank pages are indicated.

## 2

## 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 article about cooking, published on the *Good Housekeeping* website in 2023

We've been independently researching and testing products for over 120 years.

Content removed due to copyright restrictions.

All are filled with air fried goodness.

Text B

Five of the top collocates for ‘epic’ taken from the Early English Books Online Corpus (1470s–1690s) and from a corpus of online English (2020–2022)

| ‘epic’<br>(1470s–1690s) | ‘epic’<br>(2020–2022) |
|-------------------------|-----------------------|
| poem                    | games                 |
| dramatic                | sci-fi                |
| majesty                 | fantasy               |
| tragedy                 | failure               |
| heroic                  | scale                 |

Text C

*n*-gram graph for *microwave oven* and *air fryer* (1950–2019)



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## Section B: Child language acquisition

## Question 2

Read the following text, which is a transcription of a conversation between Otto (age 5 years), Felix (age 8 years) and their mother. They are at home, playing a board game.

Analyse ways in which Otto, Felix 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]

- Otto:** felix have you seen where i hurt my knee\
- Felix:** yeah otto you showed me like a million times already
- Otto:** no i didnt and anyway its hurty where i falled over
- Felix:** so<sup>7</sup> ive hurt myself loads of times and i havent complained did i mum\ (2) and anyway you should say fell over not falled over 5
- Mother:** it doesnt matter how he says it felix (2) we all know what he means
- Felix:** yeah but he sounds like a baby (1) baby baby otto  
//
- Mother:** okay enough (1) is your knee hurting now otto\
- Otto:** yes its very hurty even now (3) °sorry i /wɪpʌnd/ my trousers mummy° 10
- Felix:** hes doing it again (1) say it properly otto (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
- Felix:** im going first 15  
//
- Otto:** no felix im going first  
//
- Felix:** 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\ 20
- Otto:** erm (1) seven
- Felix:** [laughs] WRONG
- Mother:** nearly right otto (1) we need a bigger number than seven 25
- Otto:** nineteen
- Felix:** [laughs] WRONG AGAIN
- Otto:** i dont know (1) i can't do it cos hes putting me off to think

## 7

- Mother:** okay dont worry (1) just have a guess then
- Otto:** okay mummy (2) i guess at (1) eleventy twelve [*laughs*] 30
- Felix:** [*laughs*] otto thats not even a number (1) you just made that up (.) mum hes just making things up and ruining the game
- Mother:** felix you need to be more kind to your brother please
- Otto:** yeah felix (.) be more kinder to me when my knees hurty (.) dont forget
- Felix:** okay well i will give you the answer for the number (1) its eight (.) and you 35 should know that from school
- Mother:** and thats you being kind felix is it↗
- Felix:** °i am being kind (.) i gave him the answer°
- Mother:** its still my go (1) felix (.) for giving otto the answer you can move my counter (1) 40 eight places forward please (1) otto (.) 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

/wɪv/ = phonemic representation of speech sounds

## 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 /                   | <u>b</u> eat, <u>k</u> ee <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, b <u>u</u> sy                 |
| / ə /                   | <u>t</u> heatre, <u>th</u> ank, <u>ath</u> lete           | / e /                    | b <u>e</u> t, m <u>a</u> ny                               |
| / ð /                   | <u>th</u> is, <u>th</u> em, w <u>ith</u> , <u>ei</u> ther | / æ /                    | b <u>a</u> t                                              |
| / s /                   | <u>s</u> ing, <u>th</u> ink <u>s</u> , lo <u>ss</u> es    | / ʌ /                    | c <u>u</u> p, s <u>o</u> n, b <u>l</u> ood                |
| / z /                   | <u>z</u> oo, bed <u>s</u> , eas <u>y</u>                  | / aɪ /                   | c <u>a</u> r, h <u>e</u> art, c <u>a</u> lm, <u>a</u> unt |
| / ʃ /                   | <u>s</u> ugar, b <u>u</u> sh                              | / ɒ /                    | p <u>o</u> t, w <u>a</u> nt                               |
| / ʒ /                   | plea <u>s</u> ure, be <u>i</u> ge                         | / ɔɪ /                   | p <u>o</u> rt, <u>s</u> aw, t <u>a</u> lk                 |
| / h /                   | <u>h</u> igh, <u>h</u> it, b <u>e</u> hind                | / ə /                    | <u>a</u> bout, sudd <u>e</u> n                            |
| / p /                   | <u>p</u> it, t <u>o</u> p                                 | / ɜɪ /                   | w <u>o</u> rd, b <u>i</u> rd                              |
| / t /                   | <u>t</u> ip, p <u>o</u> t, st <u>ee</u> p                 | / ʊ /                    | b <u>o</u> ok, w <u>oo</u> d, p <u>u</u> t                |
| / k /                   | <u>k</u> ee <u>p</u> , t <u>i</u> ck, s <u>c</u> are      | / uː /                   | f <u>oo</u> d, s <u>ou</u> p, r <u>u</u> de               |
| / b /                   | <u>b</u> ad, r <u>u</u> b                                 |                          |                                                           |
| / d /                   | b <u>a</u> d, <u>d</u> im                                 | 3 Diphthongs of English  |                                                           |
| / g /                   | <u>g</u> un, b <u>i</u> g                                 | / eɪ /                   | <u>l</u> ate, <u>d</u> ay, <u>g</u> reat                  |
| / tʃ /                  | <u>ch</u> urch, l <u>un</u> ch                            | / aɪ /                   | <u>t</u> ime, <u>h</u> igh, <u>d</u> ie                   |
| / dʒ /                  | <u>j</u> udge, <u>g</u> in, <u>j</u> ury                  | / ɔɪ /                   | b <u>oy</u> , n <u>oi</u> se                              |
| / m /                   | <u>m</u> ad, <u>j</u> am, s <u>m</u> all                  | / aʊ /                   | c <u>ow</u> , <u>h</u> ouse, t <u>ow</u> n                |
| / n /                   | m <u>a</u> n, <u>n</u> o, s <u>n</u> ow                   | / əʊ /                   | b <u>oa</u> t, h <u>o</u> me, k <u>no</u> w               |
| / ŋ /                   | s <u>ing</u> er, l <u>ong</u>                             | / ɪə /                   | <u>ear</u> , <u>her</u> e                                 |
| / l /                   | <u>l</u> oud, k <u>ill</u> , p <u>lay</u>                 | / eə /                   | <u>air</u> , <u>car</u> e, ch <u>air</u>                  |
| / j /                   | <u>y</u> ou, b <u>ey</u> ond                              | / ʊə /                   | <u>cure</u> , <u>jur</u> y                                |
| / w /                   | <u>o</u> ne, <u>w</u> hen, s <u>we</u> et                 |                          |                                                           |
| / r /                   | <u>r</u> im, b <u>re</u> ad                               |                          |                                                           |
| / ʔ /                   | uh-oh                                                     |                          |                                                           |

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