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Cambridge Assessment International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/32**

Paper 3 Language Analysis **October/November 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.

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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

An extract from a handbook for travellers to Switzerland, published in 1864

V. Excursions on foot.

The Pedestrian is unquestionably the most independent of travellers; beyond all others is he able both physically and morally to enjoy a tour in Switzerland.

Disposition of Time. The first golden rule for the pedestrian is to start on his way betimes in the morning. Where the constitution permits it, a two hours' walk may be accomplished before breakfast. At noon cold meat, or bread and cheese, form a suitable repast. — Repose should be taken during the hottest hours, and the journey then continued till 5 or 6 p.m., when a substantial meal may be partaken of. The traveller's own feelings will best dictate the hour for retiring to bed.

Luggage. The greatest drawback to the pleasure of an excursion is a superabundance of baggage; an actual sufficiency and no more may be considered the second golden rule for the traveller. It is impossible to over-estimate the comfort of being independent of that industrious class who make a prey of the overburdened traveller. Who has not experienced the exultation which attends the shouldering of the knapsack or carpet-bag, in quitting a steamboat or railway station? Who in his turn has not felt the misery of that moment when, surrounded by his "impedimenta[1]", the luckless tourist is almost distracted by the rival claims of porters, touters and commissioners? A light "gibecière" or game-bag, such as may be procured in every town, amply suffices to contain all that is necessary for a fortnight's excursion. A change of flannel shirts and worsted[2] stockings, a few pocket-handkerchiefs, a pair of slippers and the necessary "objets de toilette[3]" may be carried with hardly a perceptible increase of fatigue; a piece of green crape[4] to protect the eyes from the glare of the snow, and a leather drinking-cup will also prove serviceable. The traveller may have a more extensive reserve of clothing, especially if he proposes to visit towns of importance, but even these should be contained in a valise, which he can easily wield, and which may be forwarded from town to town by means of the post.

Dress. The costume of the traveller is no unimportant matter for consideration. A felt or flannel hat with an amplitude of brim, lightness and flexibility being combined, will be found the most desirable gear for the head.

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[1] *impedimenta*: Latin word for baggage and equipment carried by an army
[2] *worsted*: made from wool
[3] *objets de toilette*: French phrase for toiletries (items used for personal hygiene)
[4] *crape*: a type of thin material

Text B

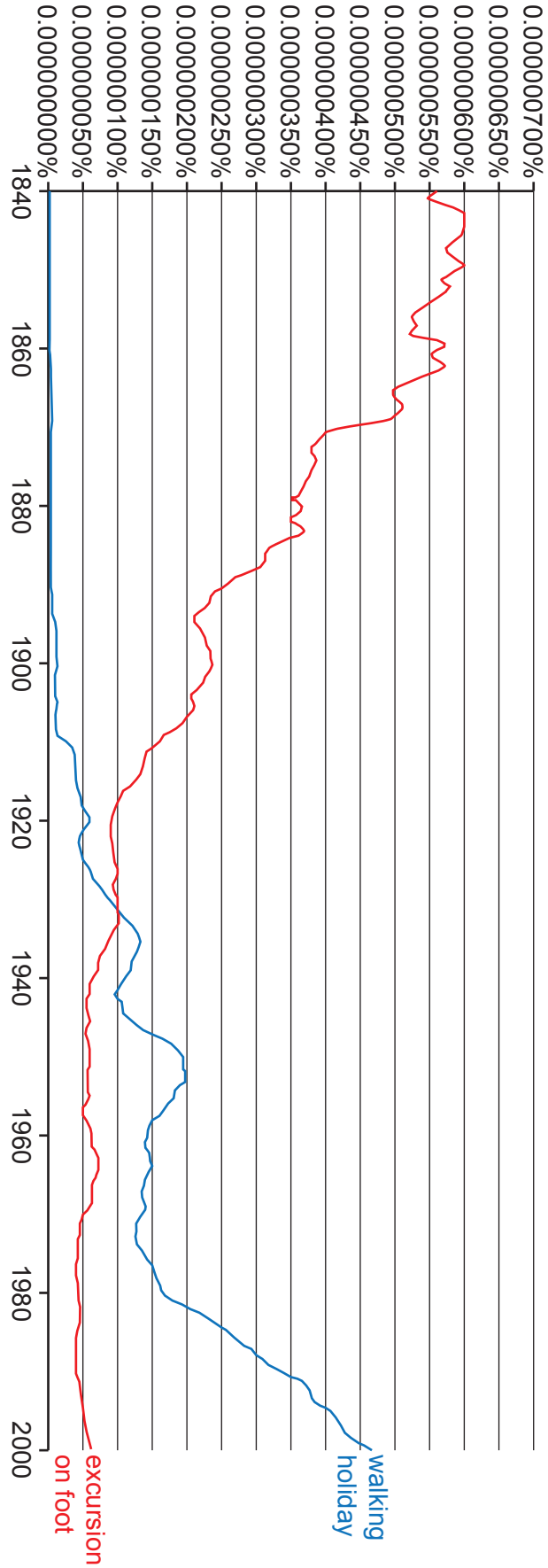
Five of the top collocates for ‘clothing’ and ‘costume’ from the Google Books corpus (1980s–2000s)

‘clothing’	‘costume’
industry	designer
footwear	drama
equipment	jewellery
shelter	mask
bedding	scenery

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Text C

n-gram graph for *excursion on foot* and *walking holiday* (1840–2000)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Elsa (age 7) and Coco (age 5) and their adult neighbour, Laura, who is looking after them in their home during the school holidays.

Analyse ways in which Elsa, Coco and Laura 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]

Laura: okay (.) today then (.) raining again so we wont be going out (1) we're going to do some crafting

Elsa: YAY

Coco: (2) i dont want to

Laura: coco you will want to when you see what we're going to do (1) its like something i used to do with you when you were little (1) when you were three and elsa was five (2) let me show you

Elsa: //
i know what it is (.) i already know (1) its in there [*points to a container*] (1) show us (.) show us laura

Laura: <*opens container*> this is full of old buttons and we're going to make some necklaces (3) can you remember coco↗

Coco: no i can't /mərembə/

Laura: remember you mean coco

Coco: yeah /mərembə/ (1) i can't /mərembə/

Elsa: //
i can (.) i can (1) we used to sort them out (1) i used to put them into colours (1) and put them into ugly and nice

Laura: you mean you used to sort them into the ones you liked best and the ones you didnt like quite so much (1) ugly is a pretty strong word

Elsa: yeah i mean that but i like them all really (.) its a good game

Laura: okay so now youre both older we can get a bit more advanced and make some necklaces to wear (1) so ive got some other things that we'll need (2) ready↗

Elsa: im going to make mine for mummy

Coco: //
no im going to make mine for mummy

Laura: you can both make them for her (1) she will be delighted (1) but first (.) first i have to show you how we do it (2) so (.) we have needles (.) here (.) and thread (1) and we need those to string the buttons together in a long line

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Elsa: and then we join the long line up at the ends

Laura: well done elsa (.) thats exactly how its done

Elsa: i can do my needle (.) we do sewing at school (1) i made a bookmark with beads on (1) shall i get it to show you↘

Laura: good (.) er (.) no not right now (1) so elsa (.) if you start threading your needle (1) here you are (1) and i will help coco with her needle (2) hold the needle with your left hand coco (3) no thats your <u>right</u> hand (2) thats it (1) now hold the thread and try to slot it through the needle *35*

Coco: (5) ˚my string wont go in my /niːgəl/˚
// *40*

Laura: you mean your thread (.) not string (.) here let me do it for you (2) like this (1) there (.) done (1) but make sure the thread doesnt come back out of the eye of the needle
//

Elsa: [*laughs*] <u>eye</u> (1) thats funny (1) your needle is looking at you coco *45*

TRANSCRIPTION KEY
(1) = pause in seconds
(.) = micropause
<u>underlined</u> = 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

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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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