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CAMBRIDGE
International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/32**

Paper 3 Language Analysis **February/March 2026**

2 hours 15 minutes

0473349939

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 cookery book, published in 1723

10. To preserve Walnuts white.

TAKE Walnuts that are come to their full Growth, but before the Wood is form'd, pare[1] them handſomely 'till the White appears, and put them into fair Water: Then boil them in that Water for ſome Time: In the mean while, ſet other Water on the Fire in another Kettle, and when it begins to boil, ſhift them out of the firſt Water into that. Try them often if they be enough, by pricking them with a Pin; if they ſlip off from it, they muſt be taken off the Fire. In Order to make them white, you muſt throw in a Handful of beaten Allum[2], and give them another Boiling. Then turn them into freſh Water to cool, drain them well; then according to the Quantity of your Nuts, take two Parts of Sugar, and one Part of Water, heat them together; when your Walnuts have drained, put them into Pots, and pour the Syrup heated upon them. The next Day you muſt clear the Syrup from the Pans, without removing the Walnuts, becauſe they muſt not be ſet over the Fire; give this Syrup five or ſix Boilings, augmenting it with a little Sugar, and then pour it on the Walnuts; on the ſecond Day give it fifteen Boilings; on the third Day boil it 'till it is ſomething ſmooth; as alſo on the following Days ſucceſſively till it be very ſmooth, between ſmooth and pearled, and at laſt entirely pearled, encreaſing the Quantity of Sugar every time, that the Walnuts may be equally ſoaked in the Syrup. Then ſet them in the Stove all Night, the next Morning put them up in Pots, or you may dry them in the Stove, as other Fruits, at Pleaſure.

If you would preſerve them liquid, add ſome Syrup of Apricocks, and they will keep much better.

[1] *pare*: trim or cut off the shell
[2] *Allum*: a powder which was used to preserve food

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Text B

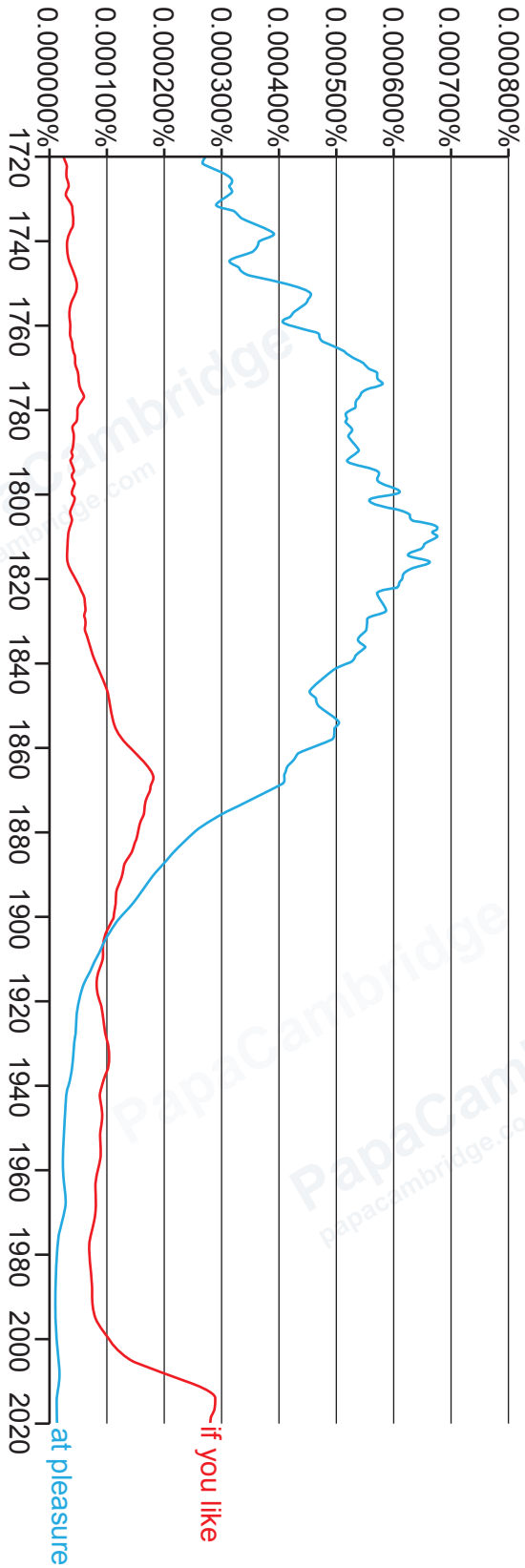
Five of the top collocates for ‘handsomely’ from the Early English Books Online corpus (1470s–1690s) and a corpus of online news texts (2020–2022)

‘handsomely’ (1470s–1690s)	‘handsomely’ (2020–2022)
drest	paid
built	rewarded
furnished	investors
play	profit
performed	won

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Text C

n-gram graph for ‘at pleasure’ and ‘if you like’ (1720–2020)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Bipti (age 4) and her mother. They are at home. Bipti's mother is taking a video of Bipti on her phone while Bipti dances.

Analyse ways in which Bipti and her 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]

Mother: thats a good dance

Bipti: watch me mummy (1) watch me now with your phone (5) are you watching me↗

Mother: yes im videoing now

Bipti: send it to nancy (2) send it to (.) send it to (1) um (1) clem (3) can you /teks/ me to her↗ *5*

Mother: yes nancy will love it (1) i will send the video to her not text her (3) sing a song as well then while youre dancing

Bipti: this is the dancing we doing at my school

Mother: i know (.) ive seen you (5) i know (1) play your piano as well *10*

Bipti: only if you watch me with your phone and /teks/ me to molly (3) you can /teks/ me to nancy (.) and molly (.) and clem (.) and (.) and (.) ALL MY FRIENDS

Mother: okay i will send the video to nancy (.) but i think molly and clem will have seen you dance before (.) cos you all go to the same school and dance together *15*

Bipti: i /peɪ/ my /plænəʊ/ now *<goes to sit at her toy piano and plays>*

Mother: [laughs] you mean play (.) your (.) piano

Bipti: yeah i /peɪ/ my /plænəʊ/

Mother: (5) thats very good (3) how many songs do you know↗ *20*

Bipti: all the songs (1) i know all of the songs

Mother: you mean all of the songs you sing at school (1) not all the songs that there are (1) which is your favourite↗

Bipti: um (1) um
//
Mother: which is your favourite song↗ (2) out of all the ones you sing at school↗ *25*

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Bipti: i like the one when you clap at the end

Mother: i clap at the end of all your songs cos they sound so good

Bipti: do it <u>now</u> mummy do it <u>now</u> *30*

Mother: okay i will but i'll have to put my phone down first

Bipti: <u>no</u> mummy (.) you need to keep to /teks/ me so nancy will like the song

Mother: you mean keep <u>VID</u>EOING you (1) well i can try but its a bit hard to hold my phone and clap at the same time (2) i'll just clap at the end of the next one so tell me when youve finished *35*

Bipti: thats all my song now

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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