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CAMBRIDGE
International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/31**

Paper 3 Language Analysis **May/June 2026**

2 hours 15 minutes

5206528019

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 [ ].

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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

Extracts from a pamphlet published in the USA in 1886 giving directions for using a washing machine

If possible, procure an intelligent and judicious person to attend the machine, so as to have it thoroughly understood. Be sure not to have too much suds when you wash; for if the clothes swim too much, they will not turn so well while washing. Neither will it answer to run the machine with clothes in without some water or suds. If this be done, the clothes will clog the machine and be very liable to cling to the bottom and get rubbed, and perhaps torn. See that the soap is of the right strength, and properly used. Be very careful and not allow too many clothes to be put in at once, lest the machine get strained and broken. Never put woolen and cotton, nor white and colored clothes together. Cotton clothes should be washed in warm water—not hot; then boiled and rinsed. Woolen clothes should be washed in scalding hot suds, and rinsed in scalding hot water. The wristbands and collars of shirts should be examined after they are milled[1], and rubbed where necessary. Six double sheets, eight single sheets, or sixteen shirts to each tub, or their equivalent, is probably about the right quantity to wash at once. Shirts should be milled about thirty minutes. For sheets, pillow-cases, &c., a less time will answer; frequently ten minutes will be sufficient.

Small and fine clothes, such as gloves, collars, muslins and kerchiefs, should be put in a loosely woven bag, not more than two-thirds filled. The machine need not be stopped at all while in use, as the tender[2] can make and change the suds, and put in and take out the clothes better while the machine is in motion.

***

Too much care can not be taken to keep out of the machine, at all times, knives, forks, spoons, cork-screws, peach-stones, nails or tacks, broken glass, pieces of bone, or any other hard substance. If this is permitted to occur, the clothes may be injured, and will continue to be injured until the obstacle is removed. If at any time it should be found that the clothes are worn or injured in the least, while being washed, let an examination be made at once, as the clothes cannot be injured if the machine is in proper order.

[1] *milled*: moved around in the washing machine
[2] *tender*: the person using the machine

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Text B

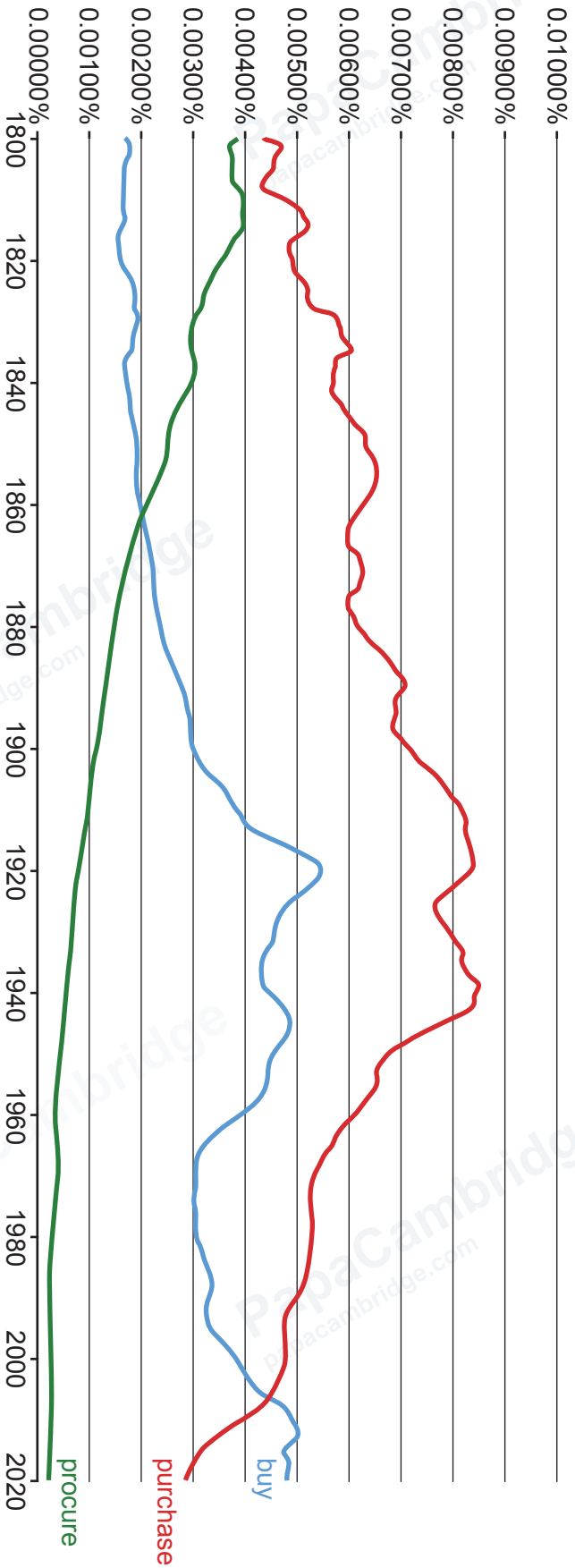
Five of the top collocates for ‘injured’ from a corpus of British English from the 1500s–1800s and from the 1980s–2000s

‘injured’ (1500s–1800s)	‘injured’ (1980s–2000s)
party	patients
oppressed	party
insulted	person
innocence	leg
offended	limb

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Text C

n-gram graph for ‘buy’, ‘purchase’ and ‘procure’ (1800–2020)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Bisma and her friend Shama (both age 6). Bisma's brother, Azad (age 4), and their mother are with them while they are making a puppet show.

Analyse ways in which Bisma, Shama, Azad and the 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]

Bisma: come on shama lets make a show with puppets and show it to our mums when your mum picks you up later

Shama: no i dont want to make a show because you always be the best puppet (3) lets only do our art with our beads

Bisma: i won't i won't (1) you can be the best puppet and i will tell you what to do with the story (3) we can both be the best puppets i promise (2) tell her mum (1) tell her we can <u>both</u> do it (1) can we↗

Mother: i think the puppet show is a good idea (.) and you can still draw and paint and use your beads because youll need to make your own puppets (2) so think of a story for the show first (.) and then youll know which characters you need (3) maybe azad can join in↗

Shama: come and make some puppets with us for a show azad

Azad: no i want to play outside

Mother: its raining

Azad: i dont care (1) all my good toys are outside (1) my <u>best</u> toys are outside

Bisma: // outside outside outside (.) he always just wants to play outside

Shama: which are your best toys azad↗

Azad: mud (.) mud mud mud

Shama: // yuck yuck yuck (.) whats so good about mud↗

Azad: i make things in it

Shama: what like↗ what things↗

Azad: (1) /jesdeɪ/ i make (1) i maked people and (.) er (.) WORMS

Bisma: thats <u>so</u> horrible azad (.) making worms

Mother: no its not (.) its just like you make things out of your clay (1) in fact thats kind of what clay is (.) a special kind of mud (1) so really its like if you made a snake out of your clay

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Bisma: so is he going to put his mud worms in the oven like I do with my clay to bake it↗ *30*

Mother: er (.) no (1) anyway let him go and play and you carry on with making your show now or it won't be finished in time for when shamas mum comes to collect her

Bisma: dont let him spoil my beads mum (.) hes got the green ones in his pocket (1) GIVE (.) ME (.) MY (.) BEADS (.) BACK (.) AZAD *35*

Azad: no i need them

Mother: azad you cannot possibly need beads out in the garden playing with mud

Azad: I DO (.) I DO (.) [*sings*] need beads need beads need beads <*runs outside*>

Bisma: well now hes gone i think we should do cinderella and my puppet can be her *40*

Shama: no thats not fair (1) you said i can be the best puppet

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

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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
/ ʧ /	church, lunch	/ aɪ /	time, high, die
/ ʤ /	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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