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CAMBRIDGE
International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/32**

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

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 [ ].

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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 book about the history of sports and pastimes, published in 1834

XIII. FOOT-BALL.

Foot-ball is so called because the ball is driven about with the feet instead of the hands. It was formerly much in vogue among the common people of England, though of late years it seems to have fallen into disrepute, and is but little practised.

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When a match at foot-ball is made, two parties, each containing an equal number of competitors, take the field, and stand between two goals, placed at the distance of eighty or an hundred yards the one from the other. The goal is usually made with two sticks driven into the ground, about two or three feet apart. The ball, which is commonly made of a blown bladder, and cased with leather, is delivered in the midst of the ground, and the object of each party is to drive it through the goal of their antagonists, which being achieved the game is won. The abilities of the performers are best displayed in attacking and defending the goals ; and hence the pastime was more frequently called a goal at foot-ball than a game at foot-ball.

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XIV. GOFF.

There are many games played with the ball that require the assistance of a club or bat, and probably the most ancient among them is the pas'ime now distinguished by the name of goff[1]. In the northern parts of the kingdom goff is much practised. It answers to a rustic pastime of the Romans which they played with a ball of leather stuffed with feathers : the goff-ball is composed of the same materials to this day : I have been told it is sometimes, though rarely, stuffed with cotton.

***

Goff, according to the present modification of the game, is performed with a bat, not much unlike the bandy[2] : the handle of this instrument is straight, and usually made of ash, about four feet and a half in length ; the curvature is affixed to the bottom, faced with horn and backed with lead ; the ball is

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a little one, but exceedingly hard, being made with leather, and, as before observed, stuffed with feathers. There are generally two players, who have each of them his bat and ball. The game consists in driving the ball into certain holes made in the ground; he who achieves it the soonest, or in the fewest number of strokes, obtains the victory. *30*

[1]*goff*: golf
[2]*bandy*: a curved stick used in a game played on ice, similar to hockey

Text B

Five of the top nouns collocated with 'obtain' from the Early English Books Online corpus (1470s–1690s) and the Cambridge International Corpus (2000–2010)

'obtain' (1470s–1690s)	**'obtain' (2000–2010)**
pardon	information
favour	document
mercy	consent
victory	licence
salvation	warrant

Text C

n-gram graph for the phrases ‘in vogue’ and ‘trending’ (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 Bartek (age 5) and his grandfather. They are at home, discussing a play that Bartek has recently taken part in at school.

Analyse ways in which Bartek and his grandfather 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]

Grandfather: did you like being in the play at school↗

Bartek: no

Grandfather: oh dear (1) why not↗

Bartek: boring

Grandfather: it couldnt have been that boring if you had to sing the last song on your own (1) a solo (1) EXCITING

Bartek: yeah but i sung it three zero one million times so it was boring

Grandfather: that was just practising (1) rehearsals (.) so you got it right

Bartek: i was right all the times (2) and i hate singing

Grandfather: why do you hate singing↗ (1) singings a good thing to do

Bartek: // because (.) because me and my friends only like good games

Grandfather: what do you call a good game↘

Bartek: games with running (1) games with balls (2) did you know that im the best runner and i got picked by my teacher↗

Grandfather: picked what for↘

Bartek: to do a race with other people (1) i dont know (1) anyway she said my name to do a different big race (2) my mum knows so you can ask her

Grandfather: i will (2) okay (.) so what do you like to do at school then↘

Bartek: maths (1) i like maths and building things (1) but i like the good games the best

Grandfather: at play time↗

Bartek: yeah we keep on running round and round (.) fast fast fast like this

Grandfather: // oh no i dont need a demonstration (1) i can use my imagination on that one thank you (3) who came to watch the play at school↗

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Bartek: er (1) my mum and my dad

Grandfather: what about kasia[1]↗ did she see you on the stage↗ *30*

Bartek: no shes too little and she wouldnt have understanded it

Grandfather: maybe not but I think she wouldve liked to watch you and listen to your singing

Bartek: well there was a different baby there and it was just crying (.) CRY CRY CRY // *35*

Grandfather: its ok i dont need a demonstration of that either //

Bartek: all in the songs and the talking (1) after (.) at home (.) my mum said that the babies mums should leave them at home so the good *40* children can just do their songs and talking

Grandfather: so the baby cried during the dialogue in the play↗ its a tricky one (.) taking a baby to see a play

Bartek: yeah very tricky (3) can you come to see the play next time↗

Grandfather: well yes as long as youve changed your mind about singing *45*

[1]*Kasia*: Bartek's younger sister

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
/ 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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