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CAMBRIDGE
International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/33**

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

2 hours 15 minutes

7068428235

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 book about art, published in 1720

To mend Old Pictures.

If your *Picture* is Old and Rent[1] do thus, lay it with the Painted ſide downward upon a Table; and having cut a piece of Linnen Cloth of the bigneſs of the *Rent* place, ſmear it over with Glew, as likewiſe the place, and lay it on ſmooth and even. Then turn up the Painted ſide of the Picture; and with ſome Putty, (made up with Nut Oyl and Spaniſh White, to the conſiſtance of a fine thick Paſte) fil up the vacancy where the ſides of the Rent Cloth do not meet, working in the looſe *Threds*, if any with it; and fill up the Hole even with the Superficies[2] of the *Paint*. Which done, lay on the Colours ſuitable to the Place, imagining the *Lights* and Shadows that run over it by the adjoyning reſemblances: This do over two or three times till you have hit its right Colour; and abſerve that you make it (tho' new) no more gloſſy and luſtrous than the reſt of the Picture.

To clean the Picture.

Bruſh the Duſt of the Picture, and with a Spunge and ſome Soap wet in Water, ſcour it all over well, and with your Spunge and Water rub it, if the foulneſs be very much uſing the Nail of your *Fore*-finger a little to remove the Soil, which then ſhall come off very clean. Some uſe Smalt[3] (or Powder Blew) with which and a Spunger wet in Water, the Picture is to be gently ſcoured, and then cleanly waſhed off with fair Water; Where note, That you uſe as little force in Scouring, and as ſmall a quantity of Water as you can poſſible; for the firſt will looſen the *Paint*, to give the Water admittance into it, which when dry, will make it Crack and Peel.

The Picture thus cleans'd and thorough dry is fit for Varniſhing. Take therefore the Whites of Eggs, beat them with a Spoon to an Oil, which with a Spunge curiouſly run over your Picture; and thus you find the beauty and luſter of your Picture much recovered. Or if it be Picture Varniſh, dip a Bruſh into it, and go over the Picture once, twice, or more therewith as need requires.

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[1]*Rent*: ripped
[2]*Superficies*: outward surface
[3]*Smalt*: a deep blue powder made from glass

Text B

Top collocates for 'rent' from the Early English Books Online corpus (1470s–1690s) and the Cambridge International Corpus (1990–2010)

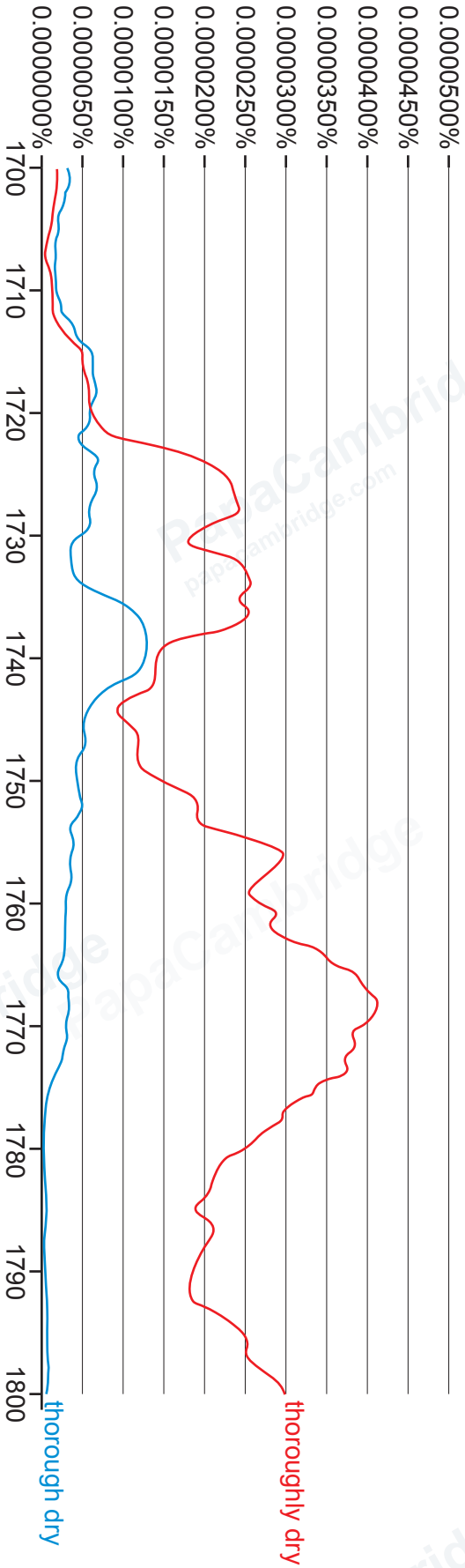
'rent' (1470s–1690s)	**'rent' (1990–2010)**
yearly	pay
pay	monthly
clothes	arrears
torne	afford
pieces	rise

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Text C

n-gram graph for ‘thorough dry’ and ‘thoroughly dry’ (1700–1800)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Ines (age 3) and her father. They are at home, talking about Ines's birthday party which was the day before.

Analyse ways in which Ines and her father 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]

Father: so you had a nice day yesterday (1) i was at work (1) and you were at a party (2) what did you do at the party↗

Ines: /peɪ kɪtuː/

Father: nice (1) where did you play skittles↗

Ines: at the party

Father: is that your jewellery↗

Ines: <*shows her father her hand*> no its a ring

Father: did you get that at the party↗

Ines: yes

Father: and at the party (.) what else did you do apart from play skittles↘

Ines: cake (.) BIG CAKE

Father: ooh cake (.) i like cake (.) yum yum yum

Ines: no not yum (1) my tummy hurt and (.) and (.) i cry

Father: well that is a shame (.) to cry at a party (1) never mind (.) how does it feel (.) now you are three↘

Ines: i /friː/

Father: yes (.) i know (1) so do you feel like a big girl now youre three↗

Ines: yes (.) i am big /friː/ (1) you /friː/ daddy↗

Father: [*laughs*] no im thirty four so im older and bigger than you

Ines: (2) you big daddy

Father: yes (.) definitely bigger than you (2) lets compare hands (1) whose are the biggest↘ (1) mine or yours↘ (1) put your hand on top of mine so we can see how big yours is

Ines: my hand big (1) my /friː/ hands big

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Father: yes they are big (.) but we only have two hands each (1) look (.) one hand (.) two hands (2) but yours will soon be getting bigger (3) are you looking forward to having a new baby brother↗ *25*

Ines: no

Father: oh dear (.) why not↘

Ines: er (.) i want (.) i want (.) a sister (1) like (.) like (.) immy *30*

Father: whos immy↗ (.) i dont think i know her

Ines: immy my dolly (.) i give my sister my ring

Father: no (1) the baby will be too little and he might try to eat it (1) but when he grows as big as you (.) when hes three like you are now (.) then youll be able to give it to him *35*

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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