



# Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/32

Paper 3 Language Analysis

February/March 2023

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. Any blank pages are indicated.

**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 the women's clothing section of an international fashion retailer's website in 2020.

**Jumpsuits**

Feeling bold?

Content removed due to copyright restrictions.

For YouTube-fitness-star vibes, add a [pristine white pair of trainers](#) to top off the look.

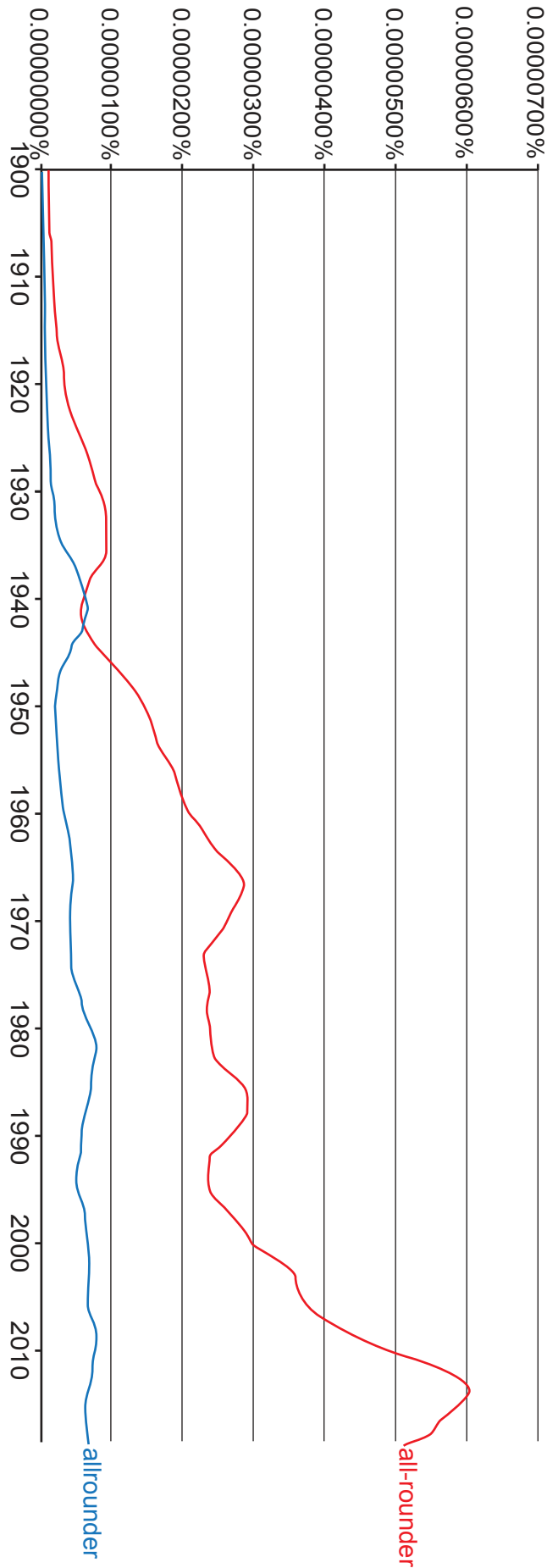
**Text B**

Ten of the top collocates for 'squad' from the Early English Books Online corpus (1470s–1690s) and the iWeb corpus (2017)

<b>'squad' 1470s–1690s</b>	<b>'squad' 2017</b>
soldiers	league
awkward	player
police	season
small	club
cavalry	championship
policemen	coach
members	football
troopers	cup
sergeant	match
mounted	tournament

Text C

n-gram graph for *allrounder* and *all-rounder* (1900–2019)





## Section B: Child language acquisition

## Question 2

Read the following text, which is a transcription of a conversation between James (age 4 years) and his mother. They are at home, playing with toy houses and characters.

Analyse ways in which James and his 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:** how do you know that its stuart's house and bobs<sup>1</sup> house ↗
- James:** because (2) it has stuart's name on here (.) and it has bobs name on here
- Mother:** what does stuart's name begin with ↗
- James:** /stjə/
- Mother:** /stjə/ ↗ [laughs] what's at the beginning ↘ 5
- James:** /s/
- Mother:** good boy
- James:** im going to be bob (1) you can come to my house if you want
- Mother:** id love to (.) can i bring my boomerang ↗
- James:** yep if you want 10
- Mother:** i do (.) i promise not to throw it though so it doesnt knock over your bicycle (.) why have you got a bicycle in your house bob ↘
- James:** i dont know the question (.) i have no idea (3) seriously mummy i dont know why
- Mother:** oh okay (1) can i have a cup of tea if i come to your house ↗ 15
- James:** (1) yeah
- Mother:** yeah and maybe a cookie (.) any cookies ↗
- James:** yeah theres some in the drawers
- Mother:** is there
- James:** yeah 20
- Mother:** amazing (.) do the drawers open ↗
- James:** no they dont actually open
- Mother:** right let me (.) pour this cup of tea <mother makes a noise as if pouring water> thats a delicious cup of tea bob (.) thank you

- James:** i need to get a cup <*James looks for a cup in the kitchen*> (4) i cant find any 25
- Mother:** dont worry we can pretend can't we↘
- James:** yes we can pretend
- Mother:** would you like milk with your tea↗
- James:** yeah the milk is a good choice 30
- Mother:** is it↗
- James:** yeah the milk in my house is really good
- Mother:** what makes your milk so special↘
- James:** because (1) its (.) because (.) i dont actually have milk (1) its (.) its made out of hot chocolates 35
- Mother:** ha ha that sounds amazing (.) i dont think i want hot chocolate in my tea though (.) it sounds a bit strange (.) you can get hot chocolate in coffee though (.) did you know that↗
- James:** no

<sup>1</sup> *stuart and bob*: the toy characters James is playing with

### 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

**REFERENCE TABLE OF International Phonetic Alphabet (IPA) PHONEMIC SYMBOLS  
(RECEIVED PRONUNCIATION)**

1 Consonants of English		2 Pure vowels of English	
/f/	<u>f</u> at, rou <u>gh</u>	/i:/	be <u>a</u> t, kee <u>p</u>
/v/	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e	/ɪ/	b <u>i</u> t, t <u>i</u> p, bu <u>s</u> y
/ə/	<u>t</u> heatre, <u>th</u> ank, ath <u>l</u> ete	/e/	be <u>t</u> , ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, w <u>ith</u> , e <u>ith</u> er	/æ/	ba <u>t</u>
/s/	<u>s</u> ing, thin <u>k</u> s, lo <u>ss</u> es	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, a <u>u</u> nt
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/ɒ/	po <u>t</u> , wa <u>n</u> t
/ʒ/	plea <u>s</u> ure, be <u>ig</u> e	/ɔ:/	po <u>r</u> t, sa <u>w</u> , ta <u>l</u> k
/h/	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ə/	a <u>b</u> out, su <u>dd</u> en
/p/	<u>p</u> it, to <u>p</u>	/ɜ:/	wo <u>r</u> d, bi <u>r</u> d
/t/	<u>t</u> ip, po <u>t</u> , st <u>ee</u> p	/ʊ/	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/k/	<u>k</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/u:/	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e
/b/	<u>b</u> ad, ru <u>b</u>		
/d/	ba <u>d</u> , <u>d</u> im	3 Diphthongs of English	
/g/	<u>g</u> un, bi <u>g</u>	/eɪ/	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/tʃ/	<u>ch</u> urch, lu <u>nc</u> h	/aɪ/	t <u>i</u> me, <u>h</u> igh, di <u>e</u>
/dʒ/	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/ɔɪ/	bo <u>y</u> , no <u>is</u> e
/m/	<u>m</u> ad, <u>jam</u> , sm <u>all</u>	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>wn</u>
/n/	ma <u>n</u> , n <u>o</u> , sn <u>ow</u>	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kn <u>ow</u>
/ŋ/	si <u>ng</u> er, lo <u>ng</u>	/ɪə/	ea <u>r</u> , he <u>r</u> e
/l/	<u>l</u> oud, ki <u>ll</u> , pl <u>ay</u>	/eə/	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/j/	<u>y</u> ou, be <u>y</u> ond	/ʊə/	cu <u>r</u> e, ju <u>r</u> y
/w/	<u>o</u> ne, <u>w</u> hen, sw <u>ee</u> t		
/r/	<u>r</u> im, br <u>ea</u> d		
/ʔ/	uh_oh		

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.