

ENGLISH LANGUAGE

Paper 3 Language Analysis

May/June 2026

2 hours 15 minutes



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You will need: Answer booklet (enclosed)

- 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.

- 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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[Turn over

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 Rent¹ 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 consistence of a fine thick PASTE) fill 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 Superficies² of the Paint. Which done, lay on the Colours suitable to the Place, imagining the Lights and Shadows that run over it by the adjoining resemblances: This do over two or three times till you have hit its right Colour; and observe that you make it (tho' new) no more glossy and lustrous than the rest of the Picture. 5 10

To clean the Picture. 15

Brush the Dust of the Picture, and with a Sponge and some Soap wet in Water, scour it all over well, and with your Sponge 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 Smalt³ (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. 20

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 Sponge 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. 25 30

¹*Rent*: ripped

²*Superficies*: outward surface

³*Smalt*: a deep blue powder made from glass

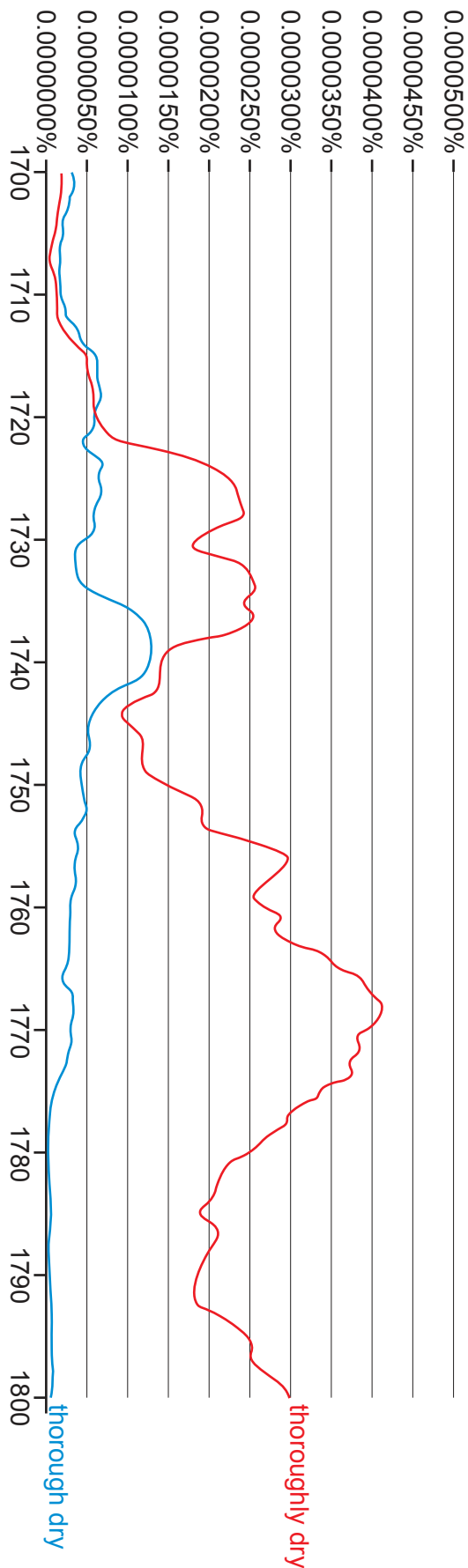
Text B

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

Text C

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



Turn over

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 kitu:/

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

Ines: at the party 5

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↘ 10

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↘ 15

Ines: i /fri:/

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

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

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

Ines: (2) you big daddy 20

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 /fri:/ hands big

- 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

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>	/ iː /	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
/ ð /	<u>th</u> eatre, <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, thi <u>nk</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	/ aː /	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>i</u> ge	/ ɔː /	po <u>r</u> t, sa <u>w</u> , ta <u>k</u>
/ 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>	/ ɜː /	wo <u>r</u> d, bi <u>r</u> d
/ t /	<u>t</u> ip, po <u>t</u> , ste <u>p</u>	/ 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	/ uː /	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, lun <u>ch</u>	/ aɪ /	t <u>i</u> me, hi <u>gh</u> , di <u>e</u>
/ dʒ /	<u>j</u> udge, gi <u>n</u> , ju <u>r</u> y	/ ɔɪ /	bo <u>y</u> , noi <u>s</u> e
/ m /	<u>m</u> ad, ja <u>m</u> , sma <u>ll</u>	/ aʊ /	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/ n /	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/ əʊ /	bo <u>a</u> t, ho <u>m</u> e, kn <u>o</u> w
/ ŋ /	si <u>ng</u> er, lon <u>g</u>	/ ɪə /	ea <u>r</u> , he <u>r</u> e
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ ʊə /	cu <u>r</u> e, ju <u>r</u> y
/ w /	<u>o</u> ne, <u>w</u> hen, <u>s</u> weet		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh-oh		

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