Cambridge Assessment International Education

Cambridge International AS & A Level

ENGLISH LANGUAGE **9093/31**

Paper 3 Language Analysis **October/November 2025**

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.

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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

Entries from the *Travellers' Directory Through Ireland* written by William Wilson (1786)

Skibbereen is a ſmall market-Town, where the collector, ſurveyor, and other officers of the port of Baltimore reſide. On the weſt ſide of the river, is a new-erected church, and in the town a decent market-houſe. The river Hen runs through the place, over which there is a ſtone bridge, but ſo low, as to be ſometimes overflown with floods. The cloathing trade is followed in this place. They have alſo ſome ſhare of the linen manufacture, particularly for ſtriped linens and handkerchiefs.

***

Moira is a well laid out, thriving village, conſiſting of one broad ſtreet, chiefly inhabited by dealers, who carry on the linen manufacture very conſiderably. At the N. E. end of the town is a handſome, well planted, and full grown avenue, leading to the ſuperb and beautiful ſeat of the Earl of Moira. The plantations and gardens here are very extenſive; the garden is adorned with a handſome labyrinth, ponds, canals and woods.

***

Within a mile of Swanlinbar, on the R. are the ruins of a church; and 4 miles beyond, on the L. is Florence-Court, the ſuperb ſeat of Lord Viſc.[1] Enniſkillen. It is delightfully ſituated on a riſing ground. The houſe has been built about 24 years, and was erected on the ſcite of a former one. In the rere the offices are diſpoſed in a ſweep. His Lordſhip's anceſtors removed hither from the caſtle of Enniſkillen about ſeventy years ſince; before which time this part of the country was unimproved.

***

Cork contains about 8,600 houſes, and upwards of 70,000 inhabitants. It hath twelve companies of foot quartered in the barracks. Beſides a ſtately cathedral, built from the foundation, between 1725 and 1735, by the produce of a duty upon coals, it is adorned with ſeveral handſome pariſh churches. It has alſo an elegant exchange for the merchants, a new and beautiful cuſtom-houſe, a town-hall, ſeveral fine hoſpitals, and various other public ſtructures. The city poſſeſſes an annual revenue of about 1300l[2], out of which the mayor enjoys for his ſalary and the ſupport of his dignity 500l[2]. The wealth and grandeur of Cork ariſe from its capacious and commodious haven, where almoſt any number of ſhips may lie with eaſe and ſafety. According to ſome accounts, when there has been no war, 1200 veſſells have reſorted hither in a year.

[1] *Viſc*: an abbreviation for 'Viscount' – a British man of high social rank
[2] *1300l, 500l*: quantities of Irish currency

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Text B

Six of the top collocates for ‘handsome’ and ‘beautiful’ from the British National Corpus (1980s–1990s)

‘handsome’	‘beautiful’
man	woman
woman	countryside
features	gardens
prince	hair
profit	eyes
green	scenery

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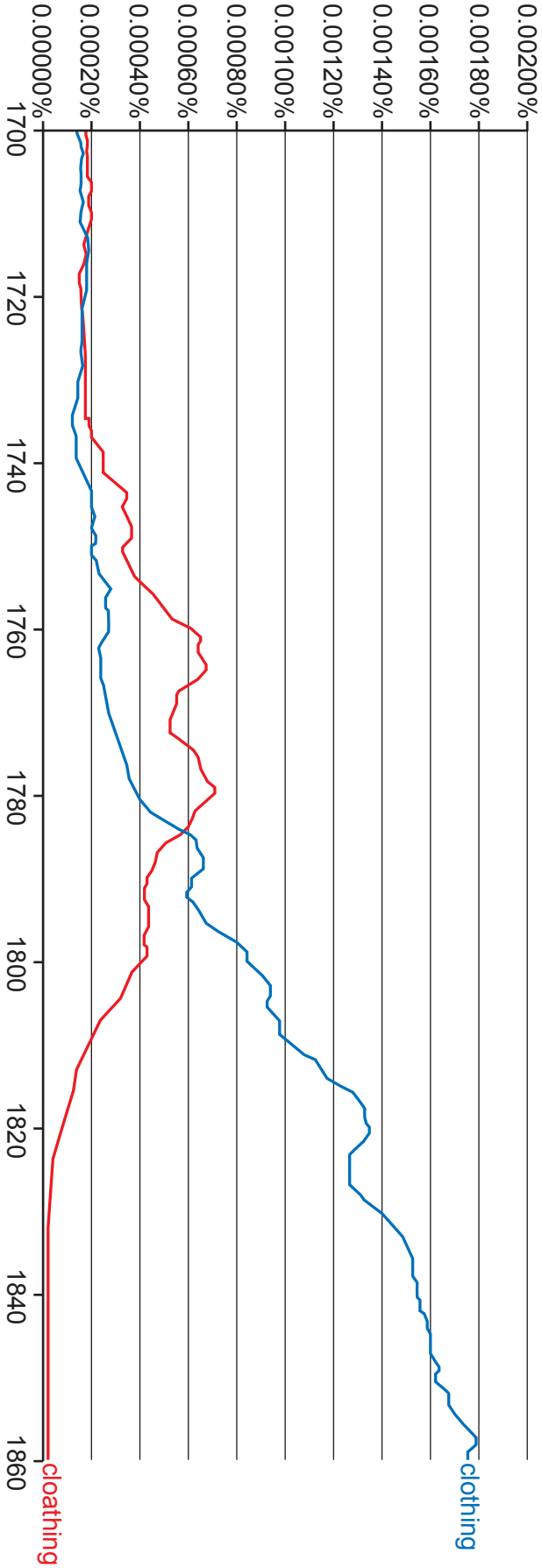
Text C

n-gram graph for the words *clothing* and *cloathing* (1700–1860)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Oliver (age 3 years) and his father. They are at home and Oliver is playing with play dough, a type of modelling clay for children.

Analyse ways in which Oliver and his 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: whats today↗

Oliver: birthday (.) my birthday

Father: is it your birthday↗

Oliver: yeah

Father: how old are you now *5*

Oliver: [*holds up three fingers*]

Father: THREE (.) is that exciting↗

Oliver: YEAH

Father: what did you get for your birthday↘

Oliver: [*points at toy*] /dɪs/ *10*

Father: oh what is it

Oliver: is (.) /ɔː/

Father: what is it

Oliver: is (.) is (.) a

Father: play dough *15*

Oliver: pay low

Father: it is play dough and what have you been making (.) whos this guy (2) he has green hair (.) thats pretty cool

Oliver: he has /gwiːn/ hair

Father: yeah come over here (3) so *20*

Oliver: i /eɪk/ it (2) i /eɪkd/ all <u>all</u> /dɪs/

Father: is this awesome

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Oliver: YEAH

Father: well oliver (.) happy birthday

Oliver: happy <u>birth</u>day *25*

Father: okay so what else have you been up to

Oliver: have cookie (.) and maked me /wɪəliː/ /wɪəliː/ SICK

Father: so if you have too many cookies before breakfast youll get really sick↗

Oliver: yeah

Father: yeah thats probably (2) probably a good thing to know (2) what else you been up to *30*

Oliver: pay dough

Father: yeah play dough

Oliver: see (.) take this /geʔ/ off (.) see stuck

<Oliver tries to move a play dough figure and then picks up a dog-shaped clay cutter> *35*

Oliver: we /meɪkeɪn/ puppy

Father: we're making puppies↗ (.) yeah (1) i saw i see we rolled it out and made a puppy

Oliver: turn this round (.) turn this round [*turns around with his toy*]

Oliver: this is /pwaɪvɪt/ (.) /æ/ come /waɪt/ back *40*

TRANSCRIPTION KEY
(1) = pause in seconds
(.) = micropause
<u>underlined</u> = 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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