



Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/32**

Paper 3 Language Analysis

May/June 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.

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

The opening of an essay published in 1773 about the mineral water found naturally in the Liverpool area of England

P R E F A C E

THE Spring which has been discovered in the Stone Quarry on the fourth side of Liverpool, having been much talked of, and used by many with evident advantage, I thought it might not be improper to endeavour at ascertaining its component principles, and, thence deducing its probable medical virtues. Convinced, both by reason and experiment, that it promis'd no inconsiderable means of restoring and preserving health, I should have accused myself of inattention to the interests of humanity, and to the welfare of society, had I not used my best endeavours to promote and extend its use amongst my fellow citizens. 5

But what more particularly induced me to aim at recommending it to their notice, by this little publication, was the undoubted evidence I had collected of its having been of signal service. Many mineral springs, both in England and abroad, possess'd of the like properties and principles, have acquired the highest reputation for their medicinal qualities and the cures they have wrought. 10

I would not wish to lay too great a stress upon the virtues of our Liverpool Spà, but rather, by ascribing to it simply those it possesses, and relating briefly and intelligibly some of the cases in which it has been found greatly beneficial, strive to excite the public to make a trial, which may at once procure reputation to the fountain, health to those who frequent it, and a heartfelt satisfaction to the proposer and promoter of it. 25

Liverpool, May 4th, 1773.

E S S A Y

30

O n t h e L I V E R P O O L S P A ' W A T E R

§ I. Of MINERAL WATERS in general.

WE distinguish by the term of *mineral waters*, those which are impregnated with some *mineral* principles, and hence are become *medicinal*.

35

They are properly divided into SALINE, SULPHUREOUS, and METALLIC.

We have found that those which have been termed *Spirituos* are indebted for that title, to a *gas*, or fix'd air only, to which they owe their sparkling, and that agreeable, pungent, acidulous taste. From this same principal they acquire the property they possess of dissolving metallic substances, as will be shewn hereafter.

40

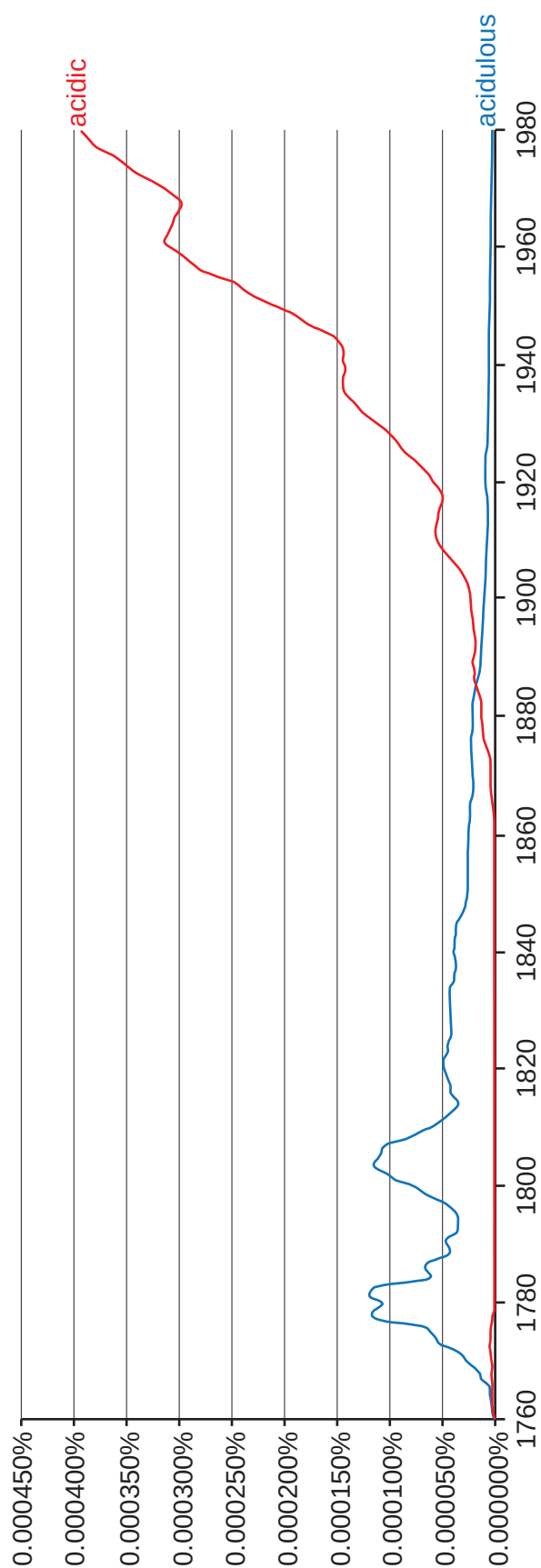
Text B

Five of the top collocates for 'spa' from the Early English Books Online Corpus (1650s–1780s) and the Cambridge International Corpus (1980s–1993)

'spa' (1650s–1780s)	'spa' (1980s–1993)
treatments	pamper
waters	whirlpool
towns	luxury
health	gym
resort	salon

Text C

n-gram graph for the words *acidulous* and *acidic* (1760–1980)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Faizal (age 2 years) and his mother. They are at home.

Analyse ways in which Faizal 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]

- Faizal:** i cold mummy
- Mother:** do you know why that is this morning? (3) its because its snowed overnight and that will be a special surprise for you
- Faizal:** it snow (1) i like snow
- Mother:** well i think you will like the snow but its something special for you because youve never seen it before 5
- Faizal:** i like /speʃə/ (2) and i like /spaɪz/
- Mother:** good because this is definitely a special surprise (.) so in a minute we're going to go out and play in the snow and maybe build a snowman
- Faizal:** (3) what snowman? 10
- Mother:** a snowman is where we roll lots of snow into a big big ball and make it look like a man
- Faizal:** // go now (.) we go NOW mummy
- Mother:** not quite yet (2) first we need to find our really warm coats (.) our hats (.) and our gloves 15
- Faizal:** want my /wed/ coat (.) my /wed/ coat
- Mother:** no that red coats not warm enough for what we're going to do (1) lets go and find your really warm coat
- Faizal:** // and i want (2) /gʌvz/ (1) and hat (1) /wed/ hat (.) /wed/ hat 20
- Mother:** you like your red hat (.) yes?
- Faizal:** you got /wed/ hat? (.) yes?
- Mother:** no my hat is blue with a fluffy bobble on top like yours
- Faizal:** [laughs] i like /fʌfi/ /bɒl/ it tickle (1) it nice /fʌfi/ /bɒl/ 25
- Mother:** shall we go and find our warm clothes now then? (2) and can you think what else we might need for our snowman?
- Faizal:** er (1) er (1) snow mummy (.) we get snow

- Mother:** well yes we definitely do need snow (1) but what else would we need to make it look like a man↗ (.) our snowman↘ 30
- Faizal:** hat mummy hat
- Mother:** yes we could give him a hat but we need a carrot for his nose and some pebbles for his eyes
- Faizal:** not eat /pebuː/ mummy
- Mother:** oh no we can't eat pebbles (1) so when we're out there building him you make sure not to put them in your mouth 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
/ ə /	<u>t</u> heatre, <u>th</u> ank, ath <u>e</u> lete	/ e /	be <u>t</u> , ma <u>n</u> y
/ ð /	<u>th</u> is, <u>th</u> em, <u>wi</u> th, ei <u>th</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>l</u> k
/ h /	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ ə /	<u>a</u> bout, 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, 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>i</u> se
/ m /	<u>m</u> ad, ja <u>m</u> , sm <u>a</u> ll	/ 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, lo <u>ng</u>	/ ɪə /	<u>ea</u> r, <u>he</u> re
/ l /	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ eə /	<u>ai</u> r, ca <u>re</u> , 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, <u>s</u> weet		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh-oh		

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