



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

Excerpts 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

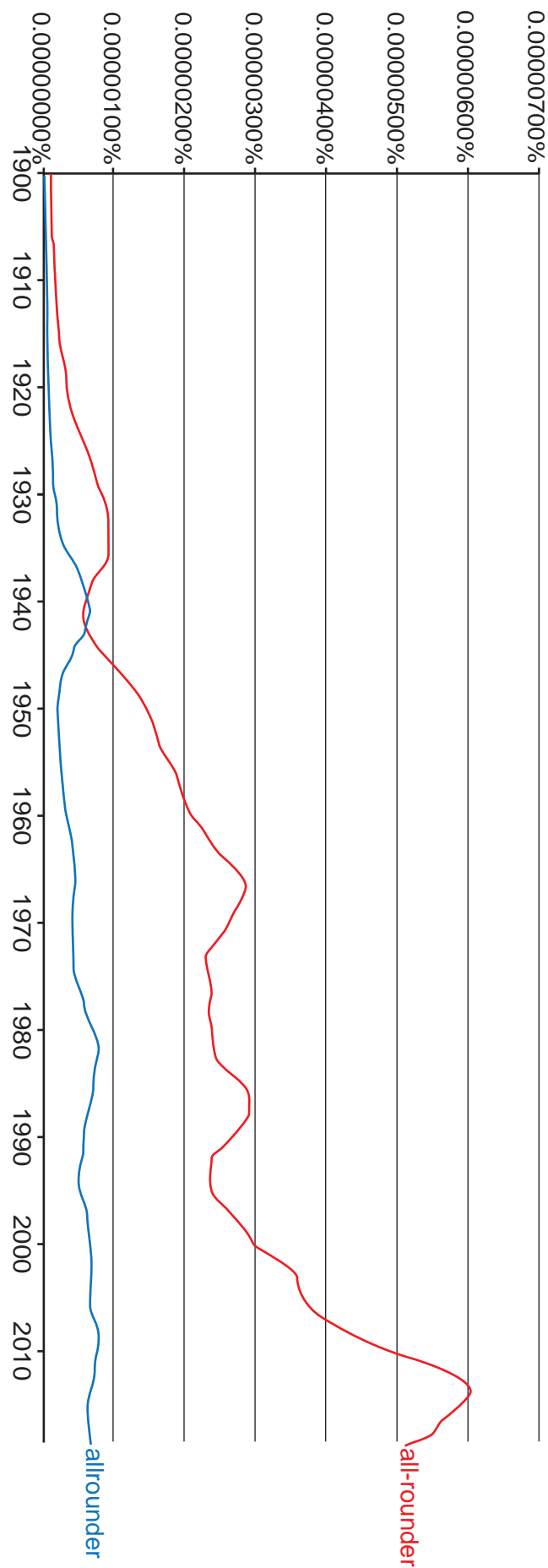
Text B

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

'squad' 1470s–1690s	'squad' 2017
soldiers	league
awkward	player
police	season
small	club
assembly	championship
police men	goal
members	football
troopers	app
sergeant	math
mounted	tournament

Text C

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



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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 barabars.

Analysis was 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 Sarts house and bobs¹ house ↗
- James:** beause (2) it has Sarts name on here (.) and it has bobs name on here
- Mother:** what does Sarts name begin with ↗
- James:** /stjə/
- Mother:** /stjə/ ↗ [laughs] whats at the beginning ↘ 5
- James:** /s/
- Mother:** good boy
- James:** im going to be bob (1) you a n o me to my house if you want
- Mother:** id love to (.) a n i bring my boomerang ↗
- James:** p if you want 10
- Mother:** i do (.) i promise not to throw it though s it does t k ok o e r you big e (.) why have you got a big e 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) a n i have a cup of tea if i o me to your house ↗ 15
- James:** (1) ah
- Mother:** ah and make a o okie (.) any o okies ↗
- James:** ah theres s me in the drawers
- Mother:** is there
- James:** ah 20
- Mother:** amazing (.) do the drawers open ↗
- James:** no they dont at ually 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 a nt find any 25
- Mother:** dont worry we a n pretend a n't we↘
- James:** ø s we a n pretend
- Mother:** would ø u li~~k~~ milk with ø ur tea↗
- James:** ø ah the milk is a good choie 30
- Mother:** is it↗
- James:** ø ah the milk in my house is really good
- Mother:** what mak~~e~~ s ø ur milk ø p ec al↘
- James:** bea ue (1) its (.) bea ue (.) i dont ac ually hae milk (1) its (.) its made out of hot b oo lates 35
- Mother:** ha ha that ø unds amazing (.) i dont think i want hot b oo late in my tea though (.) it ø unds a bit s range (.) ø u a n get hot b oo late in o ffee though (.) did ø u k ow that↗
- James:** no

¹ *stuart and bob*: the toy b arat ers a mes is play ng with

TRANSCRIPTION KEY

(1) = pause in ø o nds

(.) = mic opause

underlined = s res ed ø und/b lable(s)

// = p eeb oe rlap

[*italics*] = paralinguist ic features

<*italics*>= o nte~~x~~ ual information

UPPER CASE = words ø o~~k~~ n with inc eae d ø lume

°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>
/ə/	<u>the</u> atre, <u>th</u> ank, ath <u>e</u> lete	/e/	be <u>e</u> t, 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>a</u> t
/s/	<u>s</u> ing, thin <u>k</u> s, lo <u>ss</u> es	/ʌ/	ɑ <u>u</u> p, s <u>o</u> n, blo <u>o</u> d
/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>i</u> ge	/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, p <u>u</u> t
/k/	<u>k</u> ee <u>p</u> , ti <u>k</u> e, sa <u>re</u>	/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>b</u> u <u>rb</u> u <u>gh</u> , lu <u>nc</u> h	/aɪ/	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/dʒ/	<u>j</u> udge, gi <u>n</u> , ju <u>ry</u>	/ɔɪ/	bo <u>y</u> , no <u>is</u> e
/m/	<u>m</u> ad, <u>ja</u> m, <u>sma</u> ll	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>wn</u>
/n/	ma <u>n</u> , no <u>o</u> , sno <u>w</u>	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</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>a</u> y	/eə/	a <u>ir</u> , ca <u>r</u> e, b <u>ai</u> r
/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>swe</u> t		
/r/	<u>r</u> im, br <u>ea</u> d		
/ʔ/	uh- <u>o</u>		

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