



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/31

Paper 3 Language Analysis

October/November 2024

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

A review of a mixtape recorded by the British singer Dylan. The review was published on the *New Musical Express (NME)* website in 2022.

Dylan – ‘The Greatest Thing I’ll Never Learn’ review: a superstar is born

The Suffolk artist’s songs of the frenzy of young love are light, free and fun, carried effortlessly by her undeniable personality

Dylan doesn’t write love songs, exactly.

Content removed due to copyright restrictions.

But otherwise, she proves that her self-belief is her strongest stance: this is a major label debut with unfiltered personality in abundance, a rarer commodity than it should be today in UK pop.

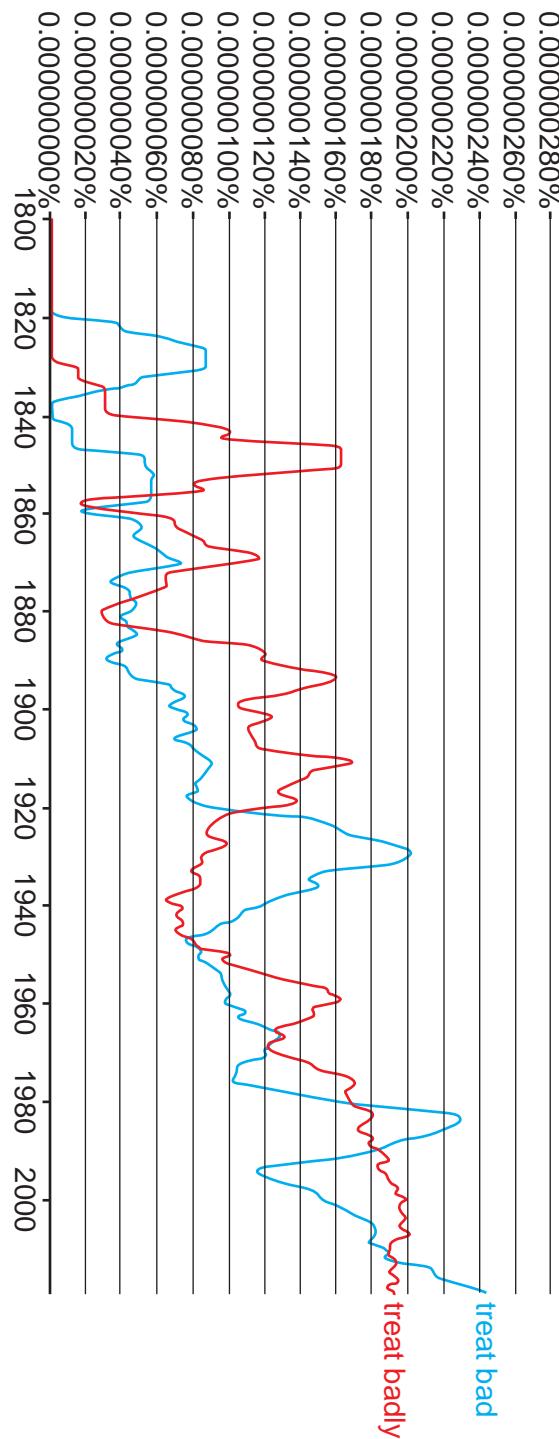
Text B

Five of the top collocates following 'sharp' from the Early English Books Online corpus (1470s–1690s) and the British National Corpus (1980s–1993)

‘sharp’ (1470s–1690s)	‘sharp’ (1980s–1993)
pointed	contrast
sword	end
wit	rise
knife	decline
teeth	increase

Text C

n-gram graph for *treat bad* and *treat badly* (American English 1800–2019)



Section B: Child language acquisition**Question 2**

Read the following text, which is a transcription of a conversation between Maria (age 2 years 6 months) and her mother. They are unpacking Maria's toys from a toy box.

Analyse ways in which Maria and her 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]

Maria: /les/ drink these

Content removed due to copyright restrictions.

Content removed due to copyright restrictions.

Maria: no (1) going to sit there

**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, <u>r</u> ough	/ i: /	<u>be</u> at, <u>ke</u> ep
/ v /	<u>v</u> ery, <u>v</u> illage, <u>l</u> ove	/ ɪ /	<u>b</u> it, <u>t</u> ip, <u>b</u> usy
/ θ /	<u>th</u> eatre, <u>th</u> ank, <u>ath</u> lete	/ e /	<u>b</u> et, <u>m</u> any
/ ð /	<u>th</u> is, <u>th</u> em, <u>th</u> is, <u>th</u> eir	/ æ /	<u>b</u> at
/ s /	<u>s</u> ing, <u>th</u> inks, <u>l</u> oss <u>s</u>	/ ʌ /	<u>c</u> up, <u>s</u> on, <u>bl</u> ood
/ z /	<u>z</u> oo, <u>b</u> eds, <u>e</u> asy	/ aɪ /	<u>c</u> ar, <u>h</u> eart, <u>cl</u> alm, <u>a</u> unt
/ ʃ /	<u>s</u> ugar, <u>b</u> ush	/ ɒ /	<u>p</u> ot, <u>w</u> ant
/ ʒ /	<u>p</u> leasure, <u>b</u> eige	/ ɔɪ /	<u>p</u> ort, <u>s</u> aw, <u>t</u> alk
/ h /	<u>h</u> igh, <u>h</u> it, <u>h</u> ead	/ ə /	<u>ab</u> out, <u>s</u> udden
/ p /	<u>p</u> it, <u>t</u> op	/ ɜɪ /	<u>w</u> ord, <u>b</u> ird
/ t /	<u>t</u> ip, <u>p</u> ot, <u>s</u> teep	/ ʊ /	<u>b</u> ook, <u>w</u> ood, <u>p</u> ut
/ k /	<u>k</u> eep, <u>t</u> ick, <u>s</u> care	/ uɪ /	<u>f</u> ood, <u>s</u> oup, <u>r</u> ude
/ b /	<u>b</u> ad, <u>rub</u>		
/ d /	<u>b</u> ad, <u>d</u> im	3 Diphthongs of English	
/ g /	<u>g</u> un, <u>b</u> ig	/ eɪ /	<u>l</u> ate, <u>d</u> ay, <u>g</u> reat
/ tʃ /	<u>ch</u> urch, <u>l</u> unch	/ aɪ /	<u>t</u> ime, <u>h</u> igh, <u>d</u> ie
/ dʒ /	<u>j</u> udge, <u>g</u> in, <u>j</u> ury	/ ɔɪ /	<u>b</u> oy, <u>n</u> oise
/ m /	<u>m</u> ad, <u>j</u> am, <u>s</u> mall	/ aʊ /	<u>c</u> ow, <u>h</u> ouse, <u>t</u> own
/ n /	<u>m</u> an, <u>n</u> o, <u>s</u> now	/ əʊ /	<u>b</u> oat, <u>h</u> ome, <u>k</u> now
/ ŋ /	<u>s</u> inger, <u>l</u> ong	/ ɪə /	<u>e</u> ar, <u>h</u> ere
/ ʌ /	<u>l</u> oud, <u>k</u> ill, <u>p</u> lay	/ eə /	<u>a</u> ir, <u>c</u> are, <u>ch</u> air
/ j /	<u>y</u> ou, <u>b</u> eyond	/ ʊə /	<u>c</u> ure, <u>j</u> ury
/ w /	<u>o</u> ne, <u>w</u> hen, <u>s</u> weet		
/ r /	<u>r</u> im, <u>b</u> read		
/ ə /	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 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.