



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.

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)

- 5 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 overflowed 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.
- 10 ***
- 15 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.
- 20 ***
- 25 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 site of a former one. In the rear 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.
- 30 ***
- 35 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 1300l², out of which the mayor enjoys for his salary and the support of his dignity 500l². 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 vessels have resorted hither in a year.
- 40
- 45
- 50

¹ Visc: an abbreviation for 'Viscount' – a British man of high social rank

² 1300l, 500l: quantities of Irish currency

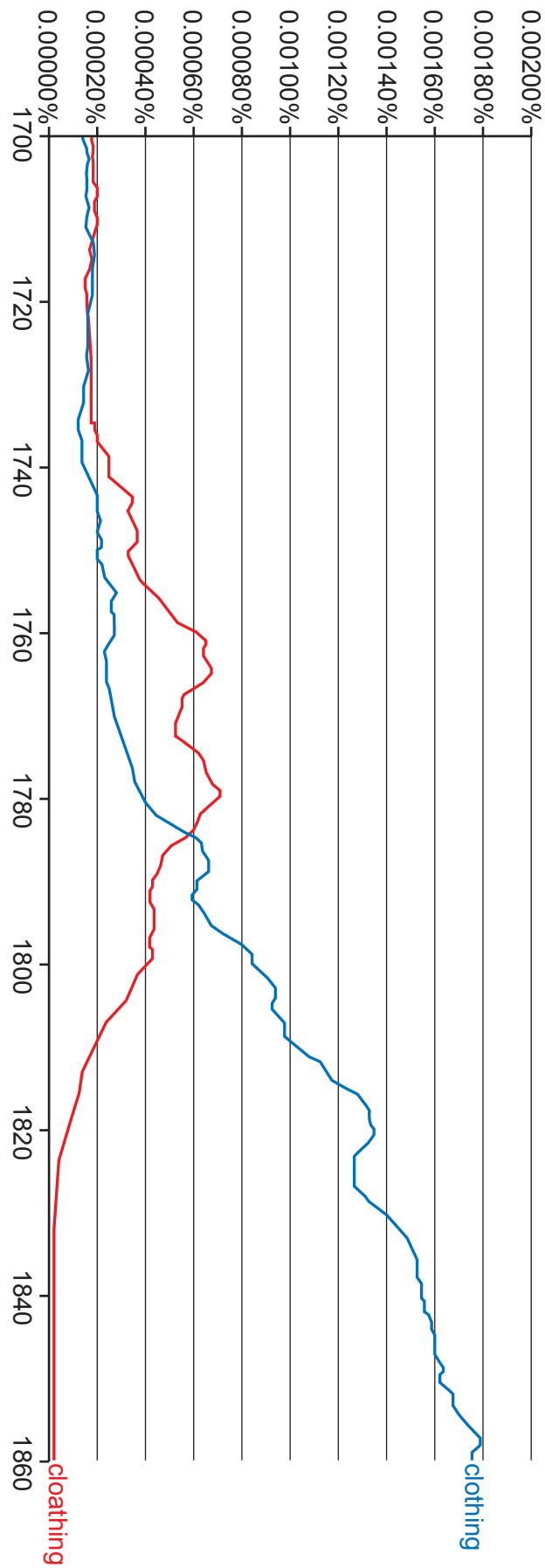
Text B

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

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 (.) /ɔɪ/	
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 /gwi:n/ 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	

- Oliver:** YEAH
- Father:** well oliver (.) happy birthday
- Oliver:** happy birthday 25
- Father:** okay so what else have you been up to
- Oliver:** have cookie (.) and maked me /wɪəli:/ /wɪəli:/ 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 /meɪkəm/ 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

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>	/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> 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, w <u>ith</u> , e <u>ith</u> er	/æ/	ba <u>t</u>
/s/	<u>s</u> ing, think <u>s</u> , loss <u>e</u> s	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	<u>z</u> oo, bed <u>s</u> , eas <u>y</u>	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, a <u>n</u> t
/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, sudd <u>e</u> n
/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> , 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	/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>		
		3 Diphthongs of English	
/d/	ba <u>d</u> , <u>d</u> im	/eɪ/	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/g/	<u>g</u> un, bi <u>g</u>	/aɪ/	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/tʃ/	<u>ch</u> urch, lu <u>nc</u> h	/ɔɪ/	bo <u>y</u> , no <u>is</u> e
/dʒ/	<u>j</u> udge, gi <u>n</u> , ju <u>ry</u>	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>wn</u>
/m/	<u>m</u> ad, ja <u>m</u> , sma <u>ll</u>	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/n/	ma <u>n</u> , n <u>o</u> , sn <u>ow</u>	/ɪə/	ea <u>r</u> , he <u>r</u> e
/ŋ/	si <u>ng</u> er, lon <u>g</u>	/eə/	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/l/	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ʊə/	cu <u>r</u> e, ju <u>r</u> y
/j/	<u>y</u> ou, beyo <u>nd</u>		
/w/	<u>o</u> ne, <u>w</u> hen, swee <u>t</u>		
/r/	<u>r</u> im, br <u>ea</u> d		
/ʔ/	uh-oh		

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