



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.

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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.

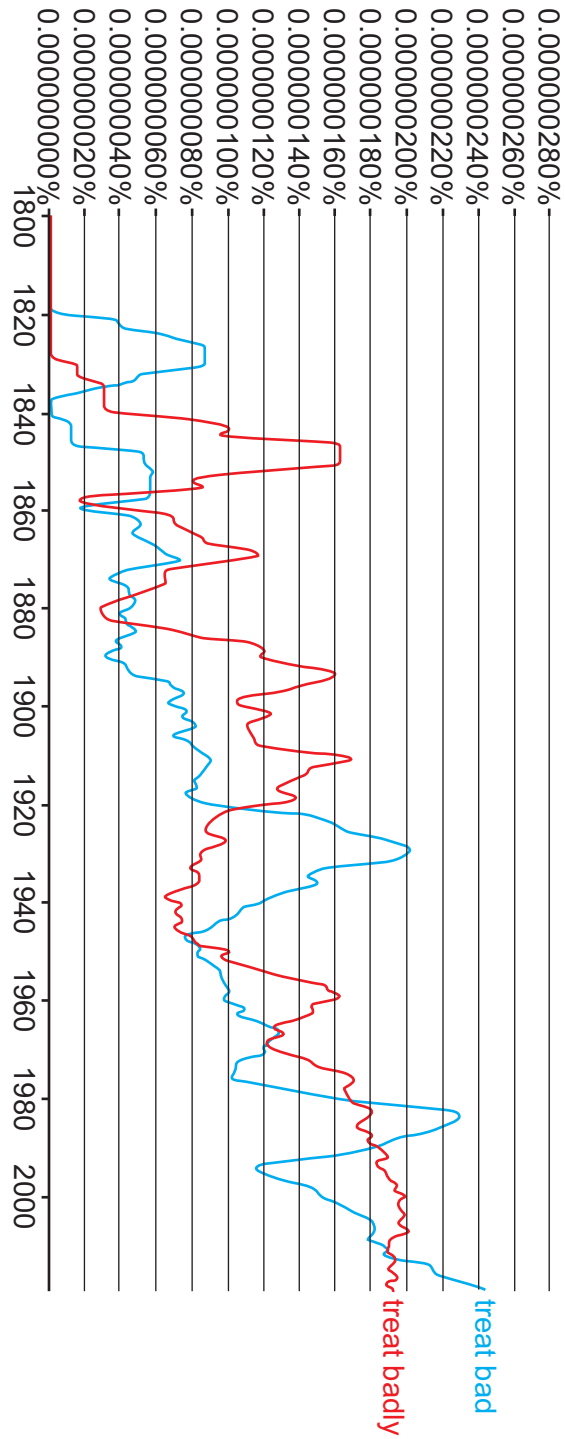
Text B

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

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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, 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 / | bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y |
| / ə / | <u>t</u> heatre, <u>th</u> ank, ath <u>l</u> ete | / e / | be <u>t</u> , ma <u>n</u> y |
| / ð / | <u>th</u> is, <u>th</u> em, <u>w</u> ith, <u>e</u> ither | / 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 | / aɪ / | 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>ig</u> e | / ɔɪ / | 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> | / ɜɪ / | wo <u>r</u> d, bi <u>r</u> d |
| / t / | <u>t</u> ip, po <u>t</u> , ste <u>ep</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 / | ti <u>m</u> e, hi <u>gh</u> , di <u>e</u> |
| / dʒ / | <u>j</u> udge, gi <u>n</u> , ju <u>r</u> y | / ɔɪ / | bo <u>y</u> , noi <u>s</u> e |
| / m / | <u>m</u> ad, ja <u>m</u> , sma <u>ll</u> | / aʊ / | co <u>w</u> , ho <u>u</u> se, to <u>wn</u> |
| / n / | ma <u>n</u> , <u>n</u> o, <u>s</u> no <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, 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> we <u>t</u> | | |
| / r / | <u>r</u> im, br <u>ea</u> d | | |
| / ʔ / | uh_oh | | |

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