



ENGLISH LANGUAGE

Paper 3 Language Analysis

May/June 2025

You will need: Answer booklet (enclosed)

- 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.

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].

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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 *The Quality Papers*, a magazine of short stories, published in 1827

INTRODUCTION.

READER! have you ever been at Ryde¹? If you have, so much the better; if not, do not expect that I am going to enter into a description of that delectable spot here. No, I merely asked the question, that I might give myself an opportunity of letting you know, that thither *I* was sent, by my good friend Dr. B., in the month of July last past, (as the lawyers have it,) in search of health.

5

RISE EARLY!—was the Doctor's first precept; and according I *did* rise every morning with the Sun, (that is, when he thought proper to shew himself in a morning,) and, as a matter of course, took a stroll on the pier, to inhale the sea breezes, and beget an appetite for my breakfast.

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In one of these morning walks, it was my good fortune to encounter the pleasantest—heartiest—and oddest-conceited old Gentleman, that ever reached sixty and seven.

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I—who have, by the way, when walking, a foolish habit of looking on the ground, in quest, perhaps, (as my lively and lovely friend Mrs. L*** T*** once remarked,) of 'strayed thoughts and fallen fancies'—was first struck with admiration at the brilliancy and magnitude of the gold buckles, with which the worthy old soul's shoes were illuminated; and it was not till these same lowermosts had met my eyes some half a score² of times, that I thought of raising them to ascertain unto what sort of man they belonged.

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I was rewarded, however, for my pains, with a view of as superb a figure, as ever graced the bay-window at White's³ or the chair at a tavern dinner. He was tall, and somewhat of the portliest; with a face like a full blown rose; a large—black—roving—laughing eye—an admirable paunch—and a pair of legs, that would have immortalized any body below the degree of a Baronet⁴!

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¹ *Ryde*: an English coastal town

² *a score*: twenty

³ *White's*: the name of an exclusive club

⁴ *Baronet*: a rank in the British aristocracy

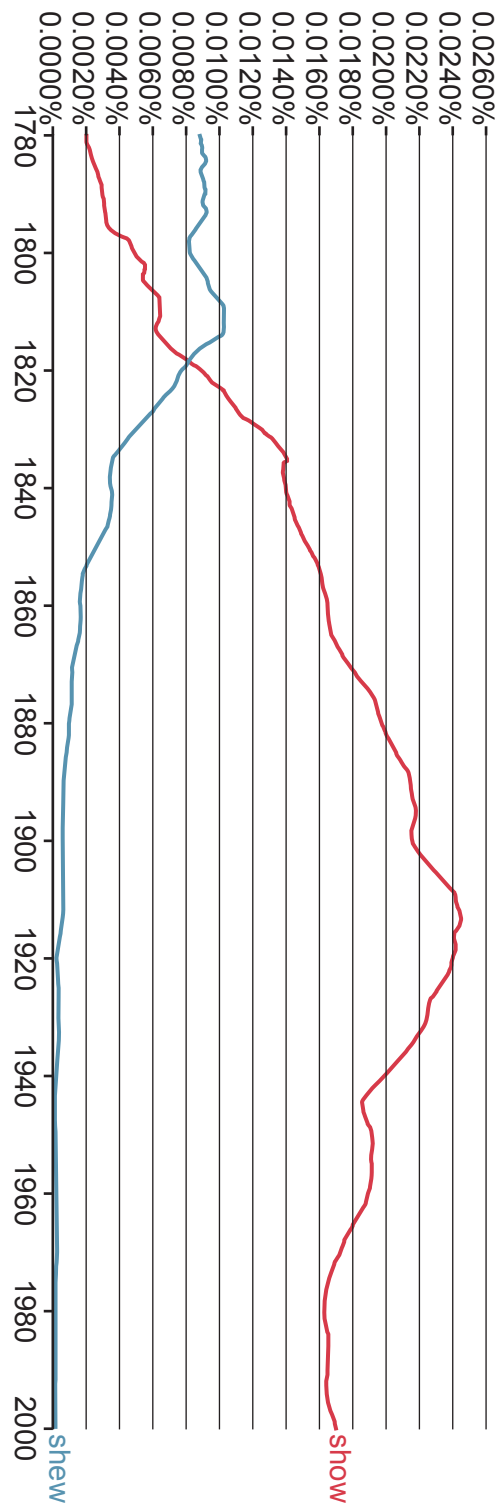
Text B

The top five modifying adverbs found with 'conceited' taken from the Early English Books Online Corpus (1470s–1690s) and the English Web Corpus (2020)

'conceited' (1470s–1690s)	'conceited' (2020)
highly	insufferably
strongly	intolerably
pleasantly	disgustingly
fondly	monstrously
proudly	dreadfully

Text C

n-gram graph for the words *shew* and *show* (1780–2000)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Izzy (age 3 years) and her mother. They are at home, having breakfast.

Analyse ways in which Izzy 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]

- Izzy:** mummy like /pɒwɪdʒ/↗
- Mother:** yes i do like porridge (2) are you going to eat yours↗
- Izzy:** too hot (3) i like /pɒwɪdʒ/
- Mother:** lets blow on it to make it cooler (.) ready (.) steady (.) BLOW
- Izzy:** i go <makes a loud blowing noise> 5
- Mother:** thats it (2) now it will be cooler and you can eat the porridge all up↘
- Izzy:** i like /pɒwɪdʒ/ (.) mummy like /pɒwɪdʒ/ (.) daddy like /pɒwɪdʒ/ (1) what bout nanny and papa tom↗ /deɪ/ like /pɒwɪdʒ/↗
- Mother:** well im not sure about nanny but papa tom definitely likes porridge (1) lots of porridge (1) it makes him big and strong 10
- Izzy:** we /gəʊɪn/ see papa tom↗
- Mother:** yes we'll go and see him this afternoon
- Izzy:** put my /suːz/ on↘
- Mother:** no we're not going yet (1) theres a lot to do first so we'll go this afternoon (1) so first of all youll need to eat your breakfast (1) then what do we need to do↗ 15
- Izzy:** /suːz/ and (.) and (1) and coat
- Mother:** yes well we do need our shoes and coats but we need to go shopping after breakfast (1) so lets think of the things we need to buy (1) we can make a list (2) so what do we need to buy↗ 20
- Izzy:** we buy (.) we buy (.) we buy (.) TOYS
- Mother:** no we dont need any more toys (1) we have lots of toys but we do need to buy some
- Izzy:** // /pɒwɪdʒ/ and (.) er (.) EGGS 25
- Mother:** hmm i think we have enough porridge for now and you do need to eat yours please↘
- Izzy:** i not like /pɒwɪdʒ/↘

- Mother:** you must eat it (2) come on eat it all up
- Izzy:** I NOT LIKE IT (.) I NOT (1) i want go papa tom 30
- Mother:** we're not going yet and anyway its too early (1) look its still dark outside
(1) if you look outside youll be able to see the sparkly lights
- Izzy:** can't see (.) can't see <tries to stand on chair>
- Mother:** dont stand on that chair please izzy (.) its too wobbly↘
- Izzy:** yes mummy too wobbly (2) mummy /kæwɪ/ me /kæwɪ/ me (.) i want /kæwɪ/ 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, w <u>ith</u> , e <u>ith</u> er	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, thin <u>k</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>i</u> ge	/ ɔɪ /	po <u>r</u> t, sa <u>w</u> , ta <u>k</u>
/ 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>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	/ uɪ /	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, lun <u>ch</u>	/ aɪ /	t <u>i</u> me, 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> , no <u>i</u> se
/ 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>w</u> n
/ n /	ma <u>n</u> , no <u>,</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, lon <u>g</u>	/ ɪə /	ea <u>r</u> , he <u>r</u> e
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ ʊə /	cu <u>r</u> e, ju <u>r</u> y
/ w /	<u>o</u> ne, <u>w</u> hen, swe <u>t</u>		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh_oh		

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