

ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

October/November 2018

2 hours 15 minutes

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

Answer **two** questions.

You should spend about 15 minutes reading the passages and questions before you start writing your answers.

You are reminded of the need for good English and clear presentation in your answers.

All questions in this paper carry equal marks.

This document consists of **7** printed pages, **1** blank page and **1** Insert.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a local radio phone-in programme in the UK, hosted by Laurence Reed (LR). Jane Vass (JV), who is also in the radio studio, is an expert on age-related issues, and Gillian (G) is a member of the public who phones in.

Discuss ways in which the speakers are using language here to communicate and how their language is affected by the context. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

LR: incredible isn't it (.) in the last five years (.) just looking at some of the notes in front of me (.) one in eight british adults say they've pretended to be younger than they actually are (.) erm (.) and even more interesting a quarter of eighteen to thirty four year olds (.) er (.) are facing ageism (.) that surprises me (.) in what way are they facing this erm (.) this (.) discrimination ↗

5

JV: well its a very common (.) erm (.) finding from research (.) but if you think about erm (.) the way sometimes people talk about younger people (.) erm (.) if they're in a group attitudes may change (.) erm (.) so (.) whether you're young or whether you are old (.) erm (.) being discriminated against because somebody makes unfair assumptions about you (.) purely because of your age

10

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LR: and erm (.) its very true actually what you say (.) you've hit the nail on the head because even on programmes like this one there will be this assumption (.) oh its the youngsters causing the trouble (.) where often that's not always the case

JV: no it certainly isn't (.) and (.) erm (.) amongst the older population the assumption is that older people are incapable or a burden (.) and we know that that's simply not the case (.) if you just think about the amount of childcare (.) caring they provide (.) older people provide (.) many communities are held together by their (.) erm (.) volunteering of old people and we now have over a million people working on (.) over state pension age

15

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LR: there you are (.) interesting isn't it ↗ (.) erm (.) jane vass head of policy at age uk (.) i know that gillians on the line (.) she er wants to talk about trees but shes also (.) i think you're a member of er (.) u3a¹ aren't you ↗

G: er (.) that's correct

LR: the university of the third age i seem to remember

25

//

G: yes

LR: erm (.) have you ever experienced ageism then ↗

//

G: yes many times

//

LR: have you ↗

//

G: im invisible

30

LR: ahh

G: yes (.) i can tell it

LR: in what way do you

//

G: oh people walk into you (.) they ignore you (.) you go to a counter and they go and sort somebody else out (.) in preference to you (.) ive even had my change given to people down the bar

35

//

LR: yes

//

G: if ive been buying a drink

LR: why ↗

G: [laughs] erm because (.) i dont know why

40

LR: well youre not that old are you gillian ↗ (.) it doesnt matter what age you are

G: oh i am (.) i am a bit older yes (.) but i mean its quite (.) quite frightful how youre treated sometimes

Notes:

¹ u3a: 'University of the Third Age' – a UK-based organisation for older people

TRANSCRIPTION KEY

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The following two extracts relate to Singlish, a hybrid language that has developed in Singapore over the last 50 years.

Discuss what you feel are the most important issues raised here relating to the changing use of English as a global language. You should refer to specific details from the passage as well as to ideas and examples from your wider study.

Extract A – The Rise of Singlish (BBC website 2015)

Singapore's government has long insisted that everyone in the island nation should speak English – it's the language used in schools, at work, and in government. But in practice many people speak a hybrid language that can leave visitors completely baffled – Singlish.

Singapore is known for its efficiency and Singlish is no different – it's colourful and snappy. Singlish first emerged when Singapore gained independence 50 years ago, and decided that English should be the common language for all its different races. That was the plan. It worked out slightly differently though, as the various ethnic groups began infusing English with other words and grammar. English became the official language, but Singlish became the language of the street.

Repeated 'Speak Good English' campaigns, drummed into Singaporeans in schools and in the media, have had only limited success. Singlish has not only shrugged off these attacks, it has thrived. Over time, 'Speak Good English' campaigns have evolved, from trying to stamp out Singlish to accepting that properly spoken English and Singlish can peacefully co-exist.

Among ordinary Singaporeans, Singlish tends to be spoken in informal situations – with friends and family, taking a taxi or buying groceries. It indicates casual intimacy. English, on the other hand, is used for formal situations – at school, or at work, especially when meeting strangers or clients.

Over time, it has become a social marker – someone who can effectively switch between the two languages is perceived to be more educated and of a higher social status than someone who can only speak Singlish. Someone who can only speak English, and not Singlish, meanwhile, may be seen as a bit posh, or worse – not a real Singaporean.

Extract B – Singlish Expressions and Their Standard English Equivalents (National University of Singapore website)

- **Singlish:** He take go already.
Standard English alternative: He has taken it with him.
- **Singlish:** You very clever to arrow people ah, ownself never do.
Standard English alternative: Why don't you do it yourself, instead of passing the buck to others?
- **Singlish:** This new lecturer whole day talk so cheem; I really catch no ball.
Standard English alternative: What this new lecturer says is always going over our heads; I just haven't the faintest idea what he's talking about.

TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following texts are extracts from conversations between Becky and her parents. Note carefully Becky's age when these extracts occur.

Discuss ways in which Becky and her parents are using language here and any changes that took place in Becky's speech between the ages of 1 year 5 months and 1 year 8 months. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

Extract A – Becky is 1 year 5 months

[Becky is playing with a box]

Becky: box

Mother: are you playing with that box ↗

Becky: box [knocks the box over] (4) over

Mother: have you knocked it over ↗

Becky: over (4) [picks up some toy money] money (1) money

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Mother: what have you got there ↗

Becky: money

[Later, Becky is sitting at the table and sees a toy man and a toy tractor on the other side of the table]

Becky: dakter [points to the tractor]

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Mother: here it is [passes the tractor to her]

Becky: man [points to the toy man]

Mother: do you want the man to go in the tractor ↗ [passes the toy man to Becky]

Becky: dakter

Extract B – Becky is 1 year 8 months

[Becky is looking through a pile of books on the floor]

Becky: book

Father: you could read the three little pigs

Becky: get (.) get piggies (.) piggies [walks towards the pile to find the book and brings it back]

Father: do you want me to read it to you ↗

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Becky: becky read [sits down on the floor and opens the book] (4) piggies (3)

Father: (5) shall I read it with you[↗]

Becky: daddy (.) read

[Later, Becky has just come down from her bedroom after a short afternoon sleep]

Father: didnt you want a sleep

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Becky: daddy (.) play

Father: tell mummy that you didnt want a sleep

Becky: bed (1) no (.) no bed

Mother: what do you want to do[↗]

Becky: daddy (.) play

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Father: what do you want to play[↗]

Becky: play (1) baa [*goes to pick up her toy sheep*]

Father: do you want to play with your sheep[↗]

Becky: play baa

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

[↗] = upward intonation

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