



Cambridge
International
AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

ENGLISH LANGUAGE

9093/43

Paper 4 Language Topics

May/June 2016

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 **6** printed pages, **2** blank pages and **1** insert.

2

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of a televised interview with three members of the British music band Bastille, at the BRIT music awards ceremony in 2014. The three members of Bastille are Dan Smith, Chris Wood and Will Farquarson and the interviewer is Andrea Lilley.

Discuss ways in which the participants are using language here to communicate. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Andrea:	we are here with the most (1) AMAZING bastille at the BRIT awards 2014 (.) <u>how</u> on <u>earth</u> are you feeling↗	
Chris:	umm //	
Dan:	we are (.) umm	
Chris:	excited	5
Dan:	excited (.) nervous //	
Chris:	anxious //	
Dan:	umm (.) looking forward to seeing sophie and lucy ¹ later //	
Will:	[laughs] //	10
Dan:	umm (.) yeah (.) err	
Chris:	im also hungry //	
Will:	slightly confused about what we're doing here but //	
Dan:	how are <u>you</u> feeling↗ [looks at Andrea Lilley, the interviewer]	15
Andrea:	well (.) i mean (.) im umm (.) id like to tell you im <u>so</u> excited for you guys (.) im so excited (.) youve had err (.) the most <u>storming</u> year (.) if you could pick <u>one</u> highlight where you thought (.) where your six-year-old self just goes (.) YAY (.) what was it	
Chris:	oohh //	20
Dan:	<u>you</u> can take this one woody [looks at Chris]	

3

- Chris:** i'll take this one (1) im going to say glastonbury² (.) last year
//
- Dan:** yeah
//
- Chris:** that was pretty
//
- Dan:** that 25
was (.) umm
//
- Chris:** that was intense
- Dan:** totally unexpected (.) we werent expecting anyone to come and see us so
- Will:** yeah i think glastonbury is one of those things that (.) almost all musicians
dream of doing from very early on (.) so (.) theres no way its not going to be 30
the most (1) but i mean (.) theres been so many things this year that have
just been amazing (.) like we supported muse³ and that was insane (.) i (.) i
//
- Dan:** we
got to release an album
//
- Will:** yeah (.) we released an album 35
- Dan:** who would have thought
- Andrea:** and on that note (.) youve also written your next album
- CW/DS/WF** [*all laugh*]
- Will:** have we now
//
- Dan:** quite a lot of it (.) yeah 40
- Andrea:** and what (.) hows it going to be different↗ (.) are you writing about different
stuff↗
- Dan:** writing about different things (.) err (.) theres a lot of different influences from
kind of rnb⁴ and hip hop through to (.) you know (.) much heavier rock stuff
(.) so yeah (.) we're just um (.) just having fun messing around 45

Notes:¹ *Sophie and Lucy*: friends of Dan² *Glastonbury*: a big, annual music festival in England³ *Muse*: a famous rock band⁴ *RnB*: Rhythm and Blues music**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

2 English as a global language

The passage below comes from an Australian website called *The Conversation*. It deals with the emergence of English as a global language and the disappearance of other languages.

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

Renaming English: does the world language need a new name?

English is rapidly becoming a *lingua franca* in international communication for commerce and trade, education, science, international relations and tourism. It is the fastest growing language in the world, with more people speaking English than ever before. School children in India and China are learning English at a staggering rate as their countries emphasise the importance of English as a ticket to participating in the global economy.

5

So why then do we continue to link this evolving internationalising language with a small island in Europe that once upon a time controlled the world? Perhaps it is about time we got rid of the “English” and start calling it something else – international, standard or common language?

10

It is important to understand that there is not one English language; there are many. In fact, in Australia we don’t even speak and write English. We actually use Standard Australian English, which is not the same English that you might find in the United Kingdom, the United States, India or China.

There are countless blends, pidgins, creoles and mixed English languages. At the same time that English is becoming the language of internationalisation, it is also becoming localised in different parts of the world as multiple world Englishes flourish.

15

A sociocultural perspective on language considers the impacts of regional dialects, national standards and conventions, slang, different pronunciations and the use of communication technologies such as mobile telephones, texting and email. Our use of English depends on the contexts, audiences and purposes we are using it for.

20

The rise of English comes with several concerns, including questions of cultural hegemony and postcolonial criticisms. While it is easy to shrug off such criticisms with the argument that English is necessary for social mobility, economic prosperity and education, there remain many unanswered questions around the social and cultural impacts of English as a global language.

25

There is a real tragedy in the loss of language diversity as English takes over, placing other languages at risk of extinction. This has been acknowledged and efforts are being made to preserve indigenous languages in places such as Papua New Guinea, Brazil and Australia. However, is this enough? Are we destroying more than language through the rise of English as the international standard?

30

3 Language acquisition by children and teenagers

The following text is a transcription of conversation between Amy (age 2 years 6 months) and her father. Amy is sitting at the table eating breakfast with her father.

Discuss ways in which Amy and her father are using language here. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

Father:	is your cereal good↗	
Amy:	[nods] i <u>like</u> my toast	
Father:	you like your toast↗	
Amy:	i <u>like</u> my jamas [looks down at her pajamas]	
Father:	you like your pajamas huh↗ (2) is the cereal good↗ (.) what kind of cereal do you have↗	5
Amy:	see	
Father:	oh i see (.) that looks delicious	
Amy:	mm hmm	
Father:	its cheerios ¹ right↗ (2) hey (.) we need to wipe your face (.) do you have a napkin↗	10
Amy:	hmm	
Father:	do you need a napkin↗	
Amy:	i got it	
Father:	you got it (.) ok [laughs] (1) alright (.) your breakfast looks DELICIOUS	15
Amy:	breakfast delicious <u>yours</u> ↗	
Father:	my breakfast was delicious too (1) i had some raisin bread and some toast (.) now im going to have a little water	
Amy:	ok (1) need some milk too	
Father:	i had some milk in my cereal	20
Amy:	<u>theres</u> milk <u>too</u> [picks up her cup]	
Father:	yeah (.) thats milk too	
Amy:	i drink my milk [drinks]	
Father:	mm that looks <u>good</u> (2) is that delicious↗ (3) mm (1) amy (.) you want to call <u>grandpa</u> on the phone↗	25

Amy:	mm	
Father:	or nana↗	
Amy:	i talk nana [<i>puts down spoon</i>]	
Father:	talk to nana (.) ok	
Amy:	[<i>picks up toy phone</i>] hi nana [<i>smiles</i>]	30
Father:	do you want to tell her im going to the gym↗	
Amy:	[<i>puts down toy phone</i>] i need running	
Father:	oh and im running↗	
Amy:	i see (.) mummy running	
Father:	mummys running↗	35
Amy:	nana running	
Father:	nanas running	
Amy:	yes	
Father:	oh ok (.) shes a good runner	
Amy:	and grandpas running	40
Father:	and GRANDPAS running too (.) wow	
Amy:	and DADDY running	
Father:	now im going to run too (1) do you wanna run with me↗	
Amy:	yeah [<i>smiles</i>]	
Father:	ok (.) ready↗ (1) lets go running	45

Note:

¹ *Cheerios*: an American breakfast cereal

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