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ENGLISH LANGUAGE

9093/43

Paper 4 Language Topics

October/November 2019

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.

2

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a conversation between two teenagers, Zoe and Cameron. They are good friends and are going to start university soon in different cities, so will not see each other so often.

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.

- Zoe:** like obviously its going to be a bit (.) kind of strange for us especially when we go to uni because we are going to be (1) moving cities and stuff like that
- Cameron:** //
- Zoe:** and it (.) i think it will all be ok but also its obviously going to be quite different because we wont be seeing each other like (.) more or less like every day ↗ 5
- Cameron:** twenty minutes away from each other but itll be
- Zoe:** // yeah (.) like a tr (.) like an hour train away ↗
- Cameron:** yup (.) an expensive train journey too
- Zoe:** i know (1) like (.) i dont know (.) i just keep thinking about it like (.) i hope it goes okay [*laughs*] (.) you see when i was away last week i was like (.) oh my gosh this is the first time ive not seen you like every day (.) it was just (.) it was quite difficult but i think towards the end (.) i started to enjoy it more cause i was like (.) you know what (.) im having a good time doing something i enjoy so its not as bad but if i was having a rubbish time as well (.) i'd just feel 10
- Cameron:** // itll take your mind off it though (.) if you (.) if youre really enjoying what youre studying and er (.) youre doing all your work (.) and you have things to take your mind off it (.) it shouldnt be too bad (.) you just need to make sure youre actually 15
- Zoe:** // yeah keep myself busy a lot
- Cameron:** // yeah
- Zoe:** // cause when i get bored i just (.) its (1) rubbish (.) like if im doing nothing and wishing i was doing something
- Cameron:** yeah (.) just the completely new experience of all being in it together and 20
- Zoe:** // yeah
- Cameron:** // and moving away from home and being responsible for your own food (.) making sure your clothes are cleaned (.) just
- Zoe:** like its all new 30

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- Cameron:** completely new yeah
//
- Zoe:** yeah
//
- Cameron:** and its kind of (.) being thrown in at the deep end a bit
i suppose (.) but (1) thats the fastest way to learn
- Zoe:** yeah (.) like i suppose its better these days (.) weve obviously got our phones and stuff like that and we can text (.) or we can 35
//
- Cameron:** if it was a few years ago
- Zoe:** exactly (.) we'd have to write letters
//
- Cameron:** or use a land line phone or something
- Zoe:** exactly (.) like (.) it sounds (.) crazy now that i say it but (.) people used to (.) 40
actually have to meet to talk to each other ↗
//
- Cameron:** yeah
- Zoe:** that would be so strange (.) i mean imagine if you only got to see each other like (.) once a week youd be
//
- Cameron:** but we kind of take it for granted i suppose (.) 45
weve always had it there (1) technology does make things a lot easier

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The two following passages discuss the relationship between languages and economic growth.

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 passages as well as to ideas and examples from your wider study.

Passage A is from a 2013 article in the *Harvard Business Review*.

Countries with better English have better economies

Billions of people around the globe are desperately trying to learn English – not simply for self-improvement, but as an economic necessity. It's easy to take for granted being born in a country where people speak the *lingua franca* of global business, but for people in emerging economies such as China, Russia, and Brazil, where English is not the official language, good English is a critical tool, which people rightly believe will help them tap into new opportunities at home and abroad.

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Research shows a direct correlation between the English skills of a population and the economic performance of the country. Indicators like gross national income (GNI) and gross domestic product (GDP) go up. In our latest edition of the EF English Proficiency Index (EF EPI), the largest ranking of English skills by country, we found that in almost every one of the 60 countries and territories surveyed, a rise in English proficiency was connected with a rise in per capita income. And on an individual level, recruiters and HR managers around the world report that job seekers with exceptional English compared to their country's level earned 30–50 percent higher salaries.

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Passage B is from a 2014 article in the magazine *Science*.

Languages are being wiped out by economic growth

The world's roughly 7000 known languages are disappearing faster than species, with a different tongue dying approximately every two weeks. Now, by borrowing methods used in ecology to track endangered species, researchers have identified the primary threat to linguistic diversity: economic development. Though such growth has been shown to wipe out languages in the past on a case-by-case basis, this is the first study to demonstrate that it is a global phenomenon, researchers say.

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Of all the variables tested, economic growth was most strongly linked to language loss, the lead researcher, Amano, says. Two types of language loss hotspots emerged from the study, published online today in the *Proceedings of the Royal Society*. One was in economically well-developed regions such as northwestern North America and northern Australia; a second was in economically developing regions such as the tropics and the Himalayas. Certain aspects of geography seemed to act as a buffer or threat, Amano says. For example, recent declines appear to occur faster in temperate climates than in the tropics or mountainous regions – perhaps because it is easier to travel in and out of temperate regions, Amano says. More research is necessary to determine precisely what it is about economic development that kills languages, he adds. Figuring out how growth interacts with other factors such as landscape is the next step, he says.

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Although the study is silent on the subject of interventions to help preserve endangered languages, there is a range of revitalization efforts that can serve as examples, says Leanne Hinton, a linguist at the University of California. One example is the incorporation of the Hawaiian language into school curricula and daily government operations.

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3 Language acquisition by children and teenagers

The following text is a transcription of two parts of a conversation between Leia (1 year 9 months) and her grandfather, whom she calls Pappy. Leia's grandmother is also present.

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

Part A: (Leia is sitting on the floor, trying to put her shoes on)

Leia: sooz¹

Pappy: are you putting your shoes on↗

Leia: yes

Pappy: oh

Leia: pappy sooz (.) on

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Pappy: put pappys shoes on as well↗

Leia: yes

Pappy: yes

Leia: leia sooz (4) sooz on (5) want (.) pappy sooz

Pappy: pappy shoes (1) do you want me to put shoes on↗

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Leia: pappy do it [*holds shoe up to him*]

Pappy: come on then (2) there we are (1) there it is (.) now its on

Leia: uh oh [*pulls shoe off*]

Pappy: uh oh

Leia: leia put (.) put (.) sooz¹ on

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[Grandfather puts her shoe back on for her]

Leia: dat² one [*picks up other shoe*]

Pappy: that one (2) shall i do that one as well↗

Leia: leia

Pappy: leia do it (.) all right

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Leia: //
 nanny³ do it

Part B: (Leia is standing in front of her grandfather, holding a ball above her head)

Leia: catch (1) catch (1) catch it

Pappy: catch it ↗

Leia: catch it (1) [*throws ball*] CATCH

Pappy: oh

Leia: oh (2) pappy (2) fo⁴ [*mimes throwing the ball*]

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Pappy: throw ↗

Leia: FO [*mimes throwing the ball*]

Pappy: throw [*throws ball*]

Leia: FO here [*picks up ball and takes it back to grandfather*] (3) fo nanny ↗

Pappy: throw it to nanny ↗ [*throws ball to nanny, ball lands by nanny's shoes and Leia goes to pick it up*]

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Leia: nanny sooz

Pappy: nannys shoes ↗

Leia: no (1) up (.) up ball (1) up ball (5) catch (1) [*throws ball to grandfather*] CATCH

Notes:

¹ *soo* and *sooz*: Leia's words for 'shoe' and 'shoes'

² *dat*: Leia's word for 'that'

³ *nanny*: the word that the family use for grandmother

⁴ *fo*: Leia's word for 'throw'

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

↗ = upward intonation

UPPER CASE = words spoken with increased volume

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