



Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/43**

Paper 4 Language Topics

May/June 2020**2 hours 15 minutes**

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

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

INFORMATION

- The total mark for this paper is 50.
- All questions are worth equal marks.

This document has **8** pages. Blank pages are indicated.

2

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a 2017 interview on an American radio programme called *The Bert Show*. Kristin Klingshirn, the show's presenter, is interviewing the British musician Ed Sheeran.

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.

- Kristin:** now as you were putting (.) umm your new album (.) divide¹ together (.) was there any songs you came across that (.) drove you (.) crazy↗ do you ever give up on anything or do you do you see it all the way through
//
- Ed:** no (.) i mean like (.) shape (.) shape of you² probably has like a hundred plus (.) mixes on it so like (.) after (.) like mix three or four i was like (.) to the label (.) you just (.) you just do your thing on it (.) cause like (.) you know when its just too many cooks³↗ (.) and ev everyone has an opinion so i just let them all have their opinions and then at the end i just kind of swept in and (.) changed everything 5
- Kristin:** how many people are you willing to let listen to some of your songs before they go (.) public 10
- Ed:** oh (.) whoever
//
- Kristin:** yeah
- Ed:** whoever (.) yeah (.) im not (.) im not (.) that fussy (.) erm (1) yeah (.) whoevers like (.) whoever wants to hear them really (.) as long as they dont (.) record them on their phone 15
- Kristin:** keep them (.) yeah as long as they dont release them to the world before youre ready (.) and i i (.) im not going to ask you to pick a favourite song that youve written or favourite song um (.) that you perform cause i dont think thats fair but i would like to know if there is one particular lyric (.) that when you wrote it down youre like (.) man (.) thats good (.) like do you have a favourite (.) just lyric that 20
//
- Ed:** ummmm
//
- Kristin:** has resonated with you the most↗
- Ed:** err (3) i dunno (.) probably errr 25
//
- Kristin:** cause i know youve written a lot [laughs]
- Ed:** yeah (.) probably (.) i mean probably some (.) something thats in like (.) like the a team² (1) i guess↗ (.) err i dunno (.) or like on (.) on the new album the first track is called um (.) eraser and the first two lines are (.) i was born inside a small town and i lost that state of mind (.) i learned to sing inside the lords house but stopped at the age of nine (.) um i quite like (.) that was like a kind of err (.) the whole of that song was (.) err a kind of verbal vomit and (.) those two lines sort of opened opened up the door (.) yeah it was good 30

Notes:

¹ *divide*: an album by Ed Sheeran

² *shape of you, the a team*: songs by Ed Sheeran

³ *too many cooks*: a shortened version of the idiom ‘too many cooks spoil the broth’

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 following text is taken from a 2017 article which was published online in the University of Maryland's student newspaper.

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

The English language plays a role in dividing cultures

Last summer, my family went back to the Philippines after eight years away. My cousins – my absolute best friends when I was younger – continuously pointed out the stark differences that being 'Americanized' afforded me, especially noting my visible affinity for speaking English to them, rather than Tagalog. Speaking English changed from being a communal joke to creating a divide in my family because I could speak it.

5

Not knowing the English language can create massive chasms among groups. Because it is the primary language of academia, as well as a requirement for many universities and businesses, English is an inherent privilege and not speaking it would be a major demerit, writes blogger Robert Nielsen. This creates a divide between those who are – by chance or by wealth and time – privileged enough to learn English and those who are simply unable to. Nielsen further explains that expecting everyone to speak English 'enforces barriers to three quarters of the world.'

10

While having English as the universal language seems to be the easiest way to promote communication between groups of people that would otherwise not be connected, it isn't to those who feel pressured to spend an extreme amount of time, money and effort to learn the naturally complicated language.

15

It may seem convenient, but only to those of us who are lucky enough to either have parents who passed down the language or put us in an environment conducive to learning it. Instead of promoting English as the primary language worldwide, people should promote the use of other languages. Nielsen suggests science journals can accept other languages with or without translation and business conferences need not be in English.

20

My vacation back in the Philippines was the trip of a lifetime, the best moments coming from the conversations I had in Tagalog and laughing with my cousins at my awkward and incorrect grammar. My effort was well returned; at the end of the trip, they learned as much from me as I did from them. Language communication throughout the world needs to be just that: a cultural exchange, not a divisive privilege.

25

BLANK PAGE

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Oliver, aged 3 years 4 months, and his mother. They are just leaving the house to go for a walk, while Oliver's grandmother stays at home with Ellie, his baby sister.

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

- Oliver:** come on (.) open the door [*stands by the front door*]
- Mother:** right (.) do you want to say tata¹ to ellie↗
- Oliver:** tata ellie (.) we'll come back for ellie will we↗
- Mother:** mm (.) well go and say tata ellie and tata granny
- Oliver:** tata ellie (.) tata granny (.) we're (.) we're just (.) we'll (.) i'll come back for ellie (.) i'll come back for ellie (.) bye bye 5
- Mother:** bye
- Oliver:** bye [*closes the front door*]
- Mother:** okay (.) where are we going for our walk↗
- Oliver:** how about (2) how about to (.) to the (.) to the (.) to the (.) to the goff corst↗ 10
- Mother:** what↗
- Oliver:** the (.) mum (.) im trying to say the goff (.) course
- Mother:** the golf course (.) right (1) up this way (1) take my hand now
- Oliver:** yes (.) this
- Mother:** what a lovely day (.) isnt it↗ 15
- Oliver:** mm hmm
- Mother:** whose house is that↗
- Oliver:** julie
- Mother:** thats right (1) and do you know who stays in the next house↗
- Oliver:** no 20
- Mother:** billy
- Oliver:** billy↗
- Mother:** mm hmm
- Oliver:** hes my friend is he↗

Mother:	is he↗	25
Oliver:	mm hmm (1) see (.) that boy↗	
Mother:	uh huh (1) what boy↗ (3) what boy↗	
Oliver:	<u>you</u> remember↗	
Mother:	no i dont	
Oliver:	yes (.) you remember (2) mum (.) can i (.) can i (.) theres horsies live <u>here</u>	30
Mother:	thats right (.) theres horsies that live <u>there</u> (1) how many horsies↗	
Oliver:	nono	
Mother:	you dont know↗	
Oliver:	no (1) can we (.) im gonna skip (.) the way [<i>starts skipping</i>]	
Mother:	(5) oliver look	35
Oliver:	what↗	
Mother:	look at the pretty flowers (.) look at that one	
Oliver:	oh (2) skip (.) skip skip along (.) the path (.) she skipped along the path (3) mum (.) can we see the rabbits are there↗	
Mother:	uh huh	40
Oliver:	great [<i>climbs up onto a low wall</i>]	
Mother:	(5) dont climb up <u>there</u> oliver (.) look theres somebody there (1) see (.) theres a pussy cat	

Notes:¹ *tata*: goodbye**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)[*italics*] = paralinguistic features

↗ = upward intonation

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.