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**ENGLISH LANGUAGE**

**9093/42**

Paper 4 Language Topics

**May/June 2019**

**2 hours 15 minutes**

No Additional Materials are required.

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**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.

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This document consists of **6** printed pages, **2** blank pages and **1** Insert.

Answer **two** questions.

## 1 Spoken language and social groups

The following text is a transcription of part of a conversation between two friends, who are both musicians. Stacey is in her twenties and Elle is in her thirties.

**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.

- Stacey:** a lot of people in life (.) you know (.) are very very frustrated which is why they see people (.) maybe like us (.) following our dream (.) you know (.) they try and bring you down  
//
- Elle:** get a real job (.) get a real job  
//
- Stacey:** yeah (.) right (.) but  
// 5
- Elle:** how many times have I been told that (.) youre a female engineer (.) get a real job  
//
- Stacey:** [laughs] you know its like (.) and they dont believe in what youre doing and thats because we're fitting into a system where theyre told what to do  
// 10
- Elle:** yeah (.) youre meant to work to live not live to work
- Stacey:** i know (.) i was a keyboard player (.) umm piano (.) im self taught (.) everything you know (.) well i believe when youve got to be trained at something its not fully natural (.) if youve got a real natural gift then i dont think you should have to be trained because also when youre technically trained (.) you know (.) people will say how did you know  
// 15
- Elle:** its about boundaries  
//
- Stacey:** yeah  
//
- Elle:** this is where education comes  
in (.) there shouldnt be (.) er limitations on  
// 20
- Stacey:** no  
//
- Elle:** creativity for a start (.) so like when i got in trouble at school i'd go and draw a picture and then get in trouble because it wasnt art time (.) and im like (.) hold on a minute (.) youve just made me angry (.) im drawing a picture and youre not gonna stop me (.) my dyslexia wasnt recognised at school so i would get in trouble again (.) detention all the time because i couldnt do my english work but im like (.) well (.) help me do the english work cause ive no idea what you want me to do (.) they say do that that that but me trying to put the pencil to paper and do its a whole different ball game  
// 25
- 30

## 3

- Stacey:** i hated school (.) i used to wake up with knots in my stomach i hated it that much and i could not wait to come home (.) just to sit and play my keyboard  
//
- Elle:** yeah i was (.) i just felt i didnt need school 35  
//
- Stacey:** [laughs]  
//
- Elle:** i did (.) i felt like (.) i dont need to be here (.) what are you talking about↗ (.) i dont actually need maths  
//
- Stacey:** [laughs] thats exactly it (.) i (.) really just loved the music so much more but 40  
when you get sent to school everyones just being forced to do the same thing

**TRANSCRIPTION KEY**

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

## 2 English as a global language

The following extract is from a 2016 article from *The Daily Dot*, an online magazine.

**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.

### How the Internet is changing the English language

Thanks to the Internet, a previously undeveloped area of English language – informal writing – is blossoming globally. It began with ‘netspeak’, shortening words to single letters, eliminating vowels from other words. Now, thanks to developments in technology and just the sheer amount of information that gets onto the web every day, linguistic trends are as varied and numerous as the websites that spawn them.

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But new ways of expressing one’s self on (and off) the web are always the subject of scrutiny, usually from corners that lament the death of ‘proper’ language. When you look closer, though, the way we write online is likely just as expressive as – and perhaps in some ways more expressive than – the ways we speak to each other in person or on the phone.

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David Crystal was one of the first to come out in defense of netspeak – used mainly by teenagers as they texted one another. He noted that criticism of the form of speaking has died down since its fever pitch in the early 2000s.

‘I was in a school recently looking at a group of 16-year-olds’ text messages, and there were no text abbreviations there at all,’ Crystal wrote. ‘They simply weren’t cool any more. And one lad told me that he had stopped abbreviating when he noticed his parents had started. Definitely not cool.’

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The criticism that netspeak would lead children to have a poor handle on the English language also turned out to be completely unfounded, linguist Gretchen McCulloch said. ‘There’s a lot of moral panic about Internet language. But what studies have found is that kids who text more and who use more texting slang are also actually better at standard written English.’

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These ways of speaking also splinter across geographic regions, the dominant gender of any particular social network, and the platforms we use. In other words, there’s evidence that dialects proliferate on the web and, to a certain extent, generate on the web as well.

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Additionally, Twitter’s geotags let linguists track local dialects. They reveal an archipelago of e-dialects that mirrors the geographical and cultural divisions of the physical country. For example, the abbreviation ikr (‘I know, right?’) occurs six times as often in Detroit as in the rest of the United States, while the emoticon ^-^, which denotes shyness, occurs four times more frequently in Southern California, where a large Korean community may have propelled it into the lexicon.

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Not only are the kids going to be alright, McCulloch thinks, but they may even be better communicators, enabled by the myriad ways of expressing themselves through emoji, GIFs, and deliberate uses and misuses of capitalization, grammar, and punctuation.

Or maybe we’re just watching language change, as it always does and as it always has. As the kids say: ͡ʘ(˘͜ʝ)͡ʘ

35

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### 3 Language acquisition by children and teenagers

The following text is a transcription of part of a conversation between Jenny, aged 3 years 6 months, and her father.

**Discuss ways in which Jenny 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.

<b>Jenny:</b>	wheres my coat	
<b>Father:</b>	bring your coat here	
<b>Jenny:</b>	[goes to get her hat] and my hat	
<b>Father:</b>	and your <u>hat</u> ↗	
<b>Jenny:</b>	rosannas hat	5
<b>Father:</b>	pardon	
<b>Jenny:</b>	rosannas hat (.) cause its cold	
<b>Father:</b>	bring it here	
<b>Jenny:</b>	rosannas hat (.) with a <u>bow</u>	
<b>Father:</b>	is that <u>annas</u> hat↗	10
<b>Jenny:</b>	no (.) rosannas	
<b>Father:</b>	oh <u>rosannas</u>	
<b>Jenny:</b>	yes (.) cause (.) rosannas (.) rosanna did give it to me	
<b>Father:</b>	did she↗	
<b>Jenny:</b>	yes (.) yes (.) she <u>did</u>	15
<b>Father:</b>	nice bow	
<b>Jenny:</b>	yes (1) do you remember which <u>way</u> it go↗	
<b>Father:</b>	no	
<b>Jenny:</b>	it (.) its with the <u>bow</u> (.) its (2) its (1) <u>this</u> way [shows him] like (.) with the (.) the bow at the front	20
<b>Father:</b>	looks good	
<b>Jenny:</b>	bow at the front (1) do you remember now↗	
<b>Father:</b>	well i do now youve told me (.) yes	
<b>Jenny:</b>	now (.) put hat on	

<b>Father:</b>	where did you go with mummy today after you came to see me↗	25
<b>Jenny:</b>	umm (1) i went to shopping first (.) then i went to you	
<b>Father:</b>	did you↗	
<b>Jenny:</b>	yes	
<b>Father:</b>	you went shopping first (.) oh i thought you went (.) where did you go afterwards then↗	30
<b>Jenny:</b>	i (1) i went <u>home</u> after	
<b>Father:</b>	did you↗	
<b>Jenny:</b>	yes	
<b>Father:</b>	did you go and get kate and anna from school	
<b>Jenny:</b>	yes (1) and then (.) we went (.) then (.) we dropped kate off to your college didnt we	35
<b>Father:</b>	yes	
<b>Jenny:</b>	and then we went home with anna	
<b>Father:</b>	did you↗	
<b>Jenny:</b>	and we eat some crisps	40
<b>Father:</b>	when↗	
<b>Jenny:</b>	when (.) when you was at (.) yours (1) umm (.) when you were teaching (1) when you were teaching the boys (.) girls and boys	
<b>Father:</b>	did you↗ (.) i didnt see any crisps	
<b>Jenny:</b>	<u>no</u> (1) while you were at your <u>college</u> (.) and you were teaching the girls and boys (.) werent you↗	45

### TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

↗ = upward intonation

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