
ENGLISH LANGUAGE

9093/41

Paper 4 Language Topics

May/June 2016

2 hours 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

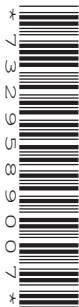
An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

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 **7** printed pages, **1** blank page and **1** insert.



Answer **two** questions.

1 Spoken language and social groups

The text on the next page is a transcription of part of an unscripted speech given to prospective students and their parents by a secondary school principal, Peter Chesham. The students may be joining the school in a few months' time at the age of eleven. The first extract from the speech is the introduction. In the second extract Peter Chesham is talking about some of the extracurricular activities that are on offer in the school at the end of the school day.

Discuss ways in which Peter Chesham is using language here to communicate with parents and students. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Extract A

my name is peter chesham and im the principal here at newton academy (.) umm (.) standing at the door there and standing here i can see a number of familiar faces (1) so welcome back (.) and i can also see a number of new faces (.) so a very very special and warm welcome to you all as well (2) [*radio playing in the background*] one second (1) johana could you nip out and just turn that radio down↗ (1) i can hear the radio and if i can hear the radio i bet you can hear the radio as well (1) thank you very much (.) erm (1) so a very very warm welcome (.) i'll tell you a little bit more about the radio outside in (.) in a second (.) what i want to talk about now (.) really (.) and if (.) you may have had a chance to look around already of course (.) or not (.) what i want to talk about now is some key facts and give you a flavour about newton academy (.) what we stand for and how we work (1) the first thing i am going to talk about (.) if you are ten years of age this will seem a long long way away (.) your parents will understand this but this will seem a long long way away and (.) the first fact i am hugely proud of (.) because this year (.) on what is called the gold standard¹ (1) sounds a bit fancy that (.) its called the gold standard because if you get that its a bit like a passport (.) it lets you then go on to do whatever you want to do at the age of sixteen plus and the gold standard is hard to achieve (.) we have scored (.) not just the schools best ever but its higher than any other school in the area (.) so we're hugely proud of that (.) our best ever performance but one that stands for the hard work of both students and our staff (.) and that is so important (.) and for year sixes that will seem a long long way away but it is important because we need to make sure that as we educate you (.) and do lots of exciting things (.) but also talk to you about preparation for life (.) that you in turn (.) can do what you choose to do (.) as opposed to not getting what you want and being told what you have to do (1) thats the big difference (.) what you want to do as opposed to what you are told to do

Extract B

four days a week (.) monday tuesday (.) thursday friday (.) we have extension time (.) now im not going to go through all the list of extensions that we do because (.) on the leaflets that you were given when you came in and you can have a look at theres a list of some of them (.) but (.) erm (.) the range of those activities (.) yes youll see what might be termed the more traditional (.) sport (.) music (.) drama (.) dance and those kind of things (.) but if for example i can just use one student as an example (1) [*looks to where Johana is sitting*] JOHANA can you stand up a second↗ (2) thanks johana (1) johana can you sit down now please↗ (.) thank you very much (.) i was teaching johana english this morning and then johana is now a key part of our academy fm radio (.) and what does the radio station do↗ (.) it then also has a radio extension club which students (.) if they want to (.) can join in as part of that extension time (.) and a whole load of other things (.) im not going to list them all now cos i always miss one out (.) but a whole load of other things

Notes:

¹ *gold standard*: five good grades at GCSE level (the exam that 16 year olds take in England).

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

2 English as a global language

The two passages on the next page deal with the increasingly widespread use 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 emergence of English as a global language and the disappearance of other languages. You should refer to specific details from the passages as well as to ideas and examples from your wider study.

Passage A is an extract from the introduction to a British Council report called *The English Effect*, which was published in 2013.

English is spoken at a useful level by some 1.75 billion people worldwide – that’s one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the ‘operating system’ of that global conversation.

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A fairer, more prosperous world is a safer and more secure world, and English is increasingly the *lingua franca* that holds together the international conversation and debate in areas such as climate change, terrorism and human rights. It is the UK’s greatest gift to the world and the world’s common language.

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Passage B is an extract from an article entitled *English as a Global Language*. It was published on the website *The History of English* in 2011.

There are some legitimate concerns that a dominant global language could also have some built-in drawbacks. Among these may be the following:

- There is a risk that the increased adoption of a global language may lead to the weakening and eventually the disappearance of some minority languages (and, ultimately, it is feared, ALL other languages). It is estimated that up to 80% of the world’s 6,000 or so living languages may die out within the next century, and some commentators believe that a too-dominant global language may be a major contributing factor in this trend. However, it seems likely that this is really only a direct threat in areas where the global language is the natural first language (e.g. North America, Australia, Celtic parts of Britain, etc). Conversely, there is also some evidence that the very threat of subjugation by a dominant language can actually galvanize and strengthen movements to support and protect minority languages (e.g. Welsh in Wales, French in Canada).
- There is concern that natural speakers of the global language may be at an unfair advantage over those who are operating in their second, or even third, language.
- The insistence on one language to the exclusion of others may also be seen as a threat to freedom of speech and to the ideals of multiculturalism.
- Another potential pitfall is linguistic complacency on the part of natural speakers of a global language, resulting from the lack of motivation to learn other languages.

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3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Anna (age 5 years), her sister Kate (age 8) and their mother and father. Anna has just finished her first day at school.

Discuss ways in which Anna and her family 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:	what did you do at school↗	
Anna:	i had to tell stories (1) a dog went out with the boy (1) the boy found a bone and give it to the dog (1) he try to get it (.) he knocked the postman off the bicycle	
Father:	thats a good story (1) what else did you do↗	5
Anna:	painting with a reindeer (.) horse (.) hat (.) and dog and cat (.) had to put on writing //	
Kate:	i saw anna and she did not take any notice of me [<i>laughs</i>]	
Father:	what was she doing↗	
Kate:	moving her hands around	10
Father:	were you singing a song↗	
Anna:	no	
Father:	whos in your class↗	
Anna:	alexa	
Father:	who↗	15
Anna:	alexa	
Mother:	anna didnt want to go into school this morning	
Anna:	i did	
Mother:	you didnt	
Anna:	i did [<i>smiles</i>]	20
Mother:	how <u>fast</u> did you run↗	
Anna:	what	
Mother:	to your classroom	
Anna:	i dont know	
Mother:	you ran EVER so fast to your classroom	25

- Anna:** how do you know↗
- Mother:** cos i saw you (.) i couldnt catch up with you
- Kate:** she ran with me
- Mother:** and then what did you do when you got into the classroom↗
- Anna:** mm (2) i dont know 30
- Mother:** what was in your bag↗
- Anna:** snack (1) got my snack box (1) had a drink (.) lorna had apple juice
- Mother:** did she (1) what did you do at playtime↗
- Anna:** //
i forgot to tell you (.) sarah was in my class
- Mother:** so (.) SARAH as well (.) and what did you do at playtime↗ 35
- Anna:** //
daniels sister
- Mother:** DANIELS sister
- Anna:** yes (1) we (.) we were playing at the apple tree (.) we were chasing after
(.) i was chasing after the boys (.) err (.) richard was chasing after me
- Father:** you were chasing after the boys↗ 40
- Anna:** yes [*smiles*]

TRANSCRIPTION KEY

(1) = pause in seconds

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