



Cambridge International AS & A Level

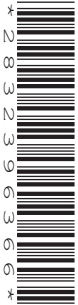
ENGLISH LANGUAGE

9093/41

Paper 4 Language Topics

May/June 2023

2 hours 15 minutes



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **all** 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.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].

This document has **8** pages. Any blank pages are indicated.

Section A: English in the world**Question 1**

Read the following text, which is an article from *The New York Times*, published in 2019.

Discuss what you feel are the most important issues raised in the text relating to the present and future status of English in an international context. You should refer to specific details from the text as well as to ideas and examples from your wider study of English in the world. [25]

Parlez-Vous Anglais?¹ Yes, of Course.

Europeans speaking perfect English sounds like good news for native speakers, but it may also be a threat.

Content removed due to copyright restrictions.

Content removed due to copyright restrictions.

If all we know
is English, we won't know what the rest of the world is saying about us.

Section B: Language and the self

Question 2

Read the following text, which is an extract from an article published on the BBC website in 2021.

Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect how individuals think. You should refer to specific details from the text as well as to ideas and examples from your wider study of Language and the self. [25]

The harmful ableist language you unknowingly use

Some of our most common, ingrained expressions have damaging effects on millions of people – and many of us don't know we're hurting others when we speak.

I like being deaf. I like the silence as well as the rich culture and language deafness affords me. When I see the word 'deaf' on the page, it evokes a feeling of pride for my community, and calls to me as if I'm being addressed directly, as if it were my name. 5

So, it always stings when I'm reminded that for many, the word 'deaf' has little to do with what I love most – in fact, its connotations are almost exclusively negative. For example, headlines across the world – Nevada's proposed gun safety laws, pleas from Ontario's elderly, and weather safety warnings in Queensland – have all 'fallen on deaf ears'. 10

This kind of 'ableist' language is omnipresent in conversation: making a 'dumb' choice, turning a 'blind eye' to a problem, acting 'crazy', calling a boss 'psychopathic', having a 'bipolar' day. And, for the most part, people who utter these phrases aren't intending to hurt anyone – more commonly, they don't have any idea they're engaging in anything hurtful at all. 15

However, for disabled people like me, these common words can be micro-assaults. For instance, 'falling on deaf ears' provides evidence that most people associate deafness with wilful ignorance (even if they consciously may not). But much more than individual slights, expressions like these can do real, lasting harm to the people whom these words and phrases undermine – and even the people who use them in daily conversation, too. 20

Frequently, ableist language (known to some as 'disableist' language) crops up in the slang we use, like calling something 'dumb' or 'lame', or making a declaration like, 'I'm so OCD!¹'. Though these might feel like casual slights or exclamations, they still do damage.

Jamie Hale, the London-based CEO of Pathfinders Neuromuscular Alliance, a UK charity run for and by people with neuromuscular conditions, notes that the potential for harm exists even if the words are not used against a disabled person specifically. 'There's a sense when people use disableist language, that they are seeing ways of being as lesser,' says Hale. 'It is often not a conscious attempt to harm disabled people, but it acts to construct a world-view in which existing as a disabled person is negative'. 25

Hale adds that using disability as a shorthand for something negative or inferior reinforces negative attitudes and actions, and fuels the larger systems of oppression in place. 'We build a world with the language we use, and for as long as we're comfortable using this language, we continue to build and reinforce disableist structures.' 30

¹ OCD: Obsessive-compulsive disorder

BLANK PAGE

BLANK PAGE

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 Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.