



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

October/November 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.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a conversation between two university students, Aisha and Safiya.

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.

- Aisha:** did you go on any school trips↗
- Safiya:** yeah (.) uh huh (.) in primary school (.) erm (.) we went to this activity centre
- Aisha:** mm
- Safiya:** in england (.) which was was quite good fun (.) and then in secondary school (.) i went to majorca¹ [laughs] 5
- //
- Aisha:** [laughs]
- //
- Safiya:** which must have been educational [laughs] (.) so [laughs] not really any sort of (1) actual educational trips (.) just the ones (.) how about you↗
- Aisha:** uh huh (1) erm (.) we went skiing in the last year of primary school for a week↗ 10
- Safiya:** oh yeah (.) okay (.) where did you go↗
- Aisha:** uh huh (.) erm (.) to switzerland (.) mm (.) it was really good
- Safiya:** oh (.) nice
- Aisha:** and erm 15
- Safiya:** is that when you got a taste for snowboarding and stuff↗
- Aisha:** no (.) i got that before [laughs] erm
- //
- Safiya:** did you↗
- Aisha:** well my mum decided to take us on like (.) a skiing holiday beforehand (.) so we would already be able (.) to ski and not break our necks on that school trip [laughs] 20
- Safiya:** [laughs] i think i was insistent i wouldnt do that [laughs]
- //
- Aisha:** [laughs] erm (.) no and then erm (.) in the like third year of secondary school
- Safiya:** mm 25
- Aisha:** like all classes went on a school trip but half of them went skiing and half of them went to normandy² (.) in summer (.) so i went to normandy

- Safiya:** okay (.) mm hmm (.) so did you like
//
- Aisha:** that was really good as well (.) yeah (.) did loads of (.) you know (.) like water sports like canoeing and (.) erm (2) what are they called again (.) you know↗ (2) you know (.) its not like (.) er its like canoeing in a (.) you know sort of boat thing (.) but its not (1) what are they called↗ (.) erm (.) i think they call it er (.) in french (.) catamaran (.) you know (.) its
//
- Safiya:** is it like whitewater rafting↗ 35
- Aisha:** no its not really like (.) well no (.) its (.) its completely different cause you do it in (.) like on the sea
- Safiya:** oh okay
- Aisha:** but its not actually like going sailing but sort of slightly different (.) you know (.) you do have a sail (.) but its (.) the boat has a different shape (.) kind of thing 40
- Safiya:** i think maybe its just called a catamaran as well
- Aisha:** possibly (.) i dont really know what its called (.) yeah that was quite good as well

Notes:

¹ *majorca*: a Spanish island, known in the UK as a holiday destination

² *normandy*: a region of France

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 text below was published in the *Financial Times* in 2018.

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 PewDiePie effect: how a new global generation learnt perfect English

The world's most popular YouTuber is probably PewDiePie. He lives in England, but he is a Swede called Felix Kjellberg. Born in 1989, he represents the first global generation in which tens of millions of people from outside the English-speaking world speak perfect English. That shift is ominous for the US and UK. Thanks to English, these countries have dominated the global conversation. Their entertainment, media, university and tech sectors bestraddle the world. But now the PewDiePie generation, machine translation, and the political climate are combining to threaten their dominance. 5

A few non-native speakers have always managed to sneak into the global English conversation. In music, for instance, think of PewDiePie's fellow Nordics Abba and Björk. But most ambitious foreigners were held back because they spoke not English, but Globish: a simple, dull, idiom-free, cripplingly accented version of English with a small vocabulary. So they rarely sounded as fun, clever or cool in English as native speakers. 10

This had fateful consequences. "What is well articulated in English on the internet becomes 'truth,'" says Japanese writer Minae Mizumura in *The Fall of Language in the Age of English*. Perfect English is not only heard more, but also taken more seriously than what's said in other languages, she argues. 15

And the production line of perfect English-speakers hums ever faster. More and more universities around the world offer courses in English. The Netherlands sets the pace in Europe, followed by the Scandinavians. These countries are now attracting world-class foreign academics, and that's before the anticipated post-Brexit¹ exodus from British universities, from which continental Europe should benefit. Amsterdam and Copenhagen are already effectively bilingual. Berlin and Paris aren't far behind. 20

Next, the US and UK will lose their dominance of media. Machine translation improves by the week. In a couple of years, a top-class newspaper like Die Zeit will produce its German edition, then press "translate" and get a very decent English version in an instant. 25

Everyone now piously preaches multilingualism, but it's not going to happen. About 1.5 billion people are learning English. And the more people who speak English, the more useful English becomes. Anyway, the PewDiePie generation won't let you learn their own languages. Try going to Sweden and speaking bad Swedish. You'll be forced into English in seconds. 30

The next global ruling class will perceive the world chiefly in English. That will be a loss. As Mizumura says, you can only see what your language allows you to express. But when perfect English becomes standard, Brits and Americans lose their advantage. 35

Notes:

¹ *post-Brexit*: after the United Kingdom leaves the European Union

BLANK PAGE

3 Language acquisition by children and teenagers

The following text is a transcription of two parts of a conversation involving three sisters – Precious (aged 2 years 2 months), Kuku (aged 8 years) and Tanya (aged 6 years) – and their father.

Discuss ways in which Precious, Kuku, Tanya and their 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.

Part A:

Father: we're going to go out now precious

Precious: mm

Father: we're going to go out in the car

Kuku: do you want to go out on your bike ↗ 5

Precious: yes (1) we goin in a car (.) vrrmmm

Kuku: beep beep (2) where are we going precious ↗

Precious: goin in a car

Kuku: where are we going in the car ↗

Tanya: to the fair 10

Precious: goin the fair (1) picnic

Tanya: a picnic ↗

Precious: yes

Tanya: that sounds good

Precious: we go a picnic (1) daddy goin a picnic (.) tanya (.) kuku goin a picnic and (.) mummy goin a picnic (1) tanya goin a picnic 15

Tanya: yes

Precious: all goin a picnic

Tanya: yes

Precious: all go (.) all in a picnic 20

Part B:

Precious: where my wellyboots

Father: i dont know

Precious: where my wellyboots (1) where my (3) [*sees her father putting on his shoes*]
i (.) i do sooz too (2) what dat↗ [*points at a pair of shoes*]

25

Father: those are kukus shoes

Precious: tanya sooz

Father: tanyas shoes are they↗

Precious: kuku sooz

Father: are they↗

30

Precious: tanya sooz here (3) i go out (1) carry me (1) no sooz

Father: why havent you got any shoes↗

Precious: carry me (1) carry me (.) no sooz

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.