



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

October/November 2024

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 extract from an article published on *The Conversation* website in 2021.

Discuss what you feel are the most important issues raised in the text relating to the present and future status of English in the world. 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]

The English language dominates global conservation science – which leaves 1 in 3 research papers virtually ignored

English is considered the language of international science. But our new research reveals how important scientific knowledge in other languages is going untapped. This oversight squanders opportunities to help improve the plight of the one million species facing extinction. 5

We reviewed almost 420 000 peer-reviewed papers on biodiversity conservation, published in 16 languages other than English. Many non-English-language papers provided evidence on the effectiveness of conservation measures, but they are often not disseminated to the wider scientific community. 10

History shows many valuable scientific breakthroughs were originally published in a language other than English. The structure of a Nobel Prize-winning antimalarial drug was first published in 1977 in simplified Chinese.

Evidence-based conservation is crucial for tackling the Earth's biodiversity crisis. Our research shows more effort is needed to transcend language barriers in science, maximising scientific contributions to conservation and helping save life on this planet. 15

Conservation game-changer

Most scientists speak English as a first or second language. And many academic reward programs are skewed towards getting published in international English-language journals.

But important evidence in biodiversity conservation is routinely generated by field conservationists and scientists who are less fluent in English. They often prefer publishing work in their first language – which for many, is not English. 20

More than one-third of scientific documents on biodiversity conservation are published in languages other than English. However, such knowledge is rarely used at the international level. 25

Take, for example, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). Analysis of the IPBES biodiversity assessment reports has found 96% of references cited are written in English.

Clearly, tackling any global challenge, including the biodiversity crisis, hinges on tapping into the best available knowledge, whichever language it's produced in. Our translate project aims to overcome the language barriers to improve this information flow. 30

Most English-language evidence on what works in conservation relates to Europe and North America. In some highly biodiverse regions where conservation is needed most, such as Latin America, evidence is desperately lacking.

Research in languages other than English is especially common in regions where English-language studies are scarce, such as Latin America, Russia and East Asia. 35

Tapping global knowledge

Making the best use of non-English-language science can be a quick, cost-effective way to fill gaps in English-language science.

Our research recommends more effort to synthesise non-English-language studies, and making this knowledge available in English so it can be disseminated to a global audience. 40

And research projects should seek to involve native speakers of different languages. For our research, we worked with 62 collaborators who, collectively, are native speakers of 17 languages. 45

To have the best chance of halting Earth's extinction crisis, we must harness the skills, experience and knowledge of people from around the world.

We also urge wider disciplines to reassess the untapped potential of non-English science to address other global challenges.

Section B: Language and the self**Question 2**

Read the following text, which is an extract from an article published on the website of *Human Resources Online* in 2022.

Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect personal and social identity. 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]

Words matter: How to use inclusive language in the workplace

While the concepts of diversity and inclusivity may have been around in society for a long time, the support and emphasis around them is a much newer process for businesses.

Content removed due to copyright restrictions.

Content removed due to copyright restrictions.

Inclusive language would instead use 'everyone' or 'team'.

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.