



HWA CHONG INSTITUTION
JC2 Preliminary Examinations
Higher 2

**CANDIDATE
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ENGLISH LANGUAGE AND LINGUISTICS

9727/02

Paper 2 Investigating Language Use in Society

24 September 2014

3 hours

Additional Materials: Paper

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number, name and class on all the work you hand in.

Write your question number clearly.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue, correction tape or fluid.

Answer **THREE** questions: you must answer at least one question from Section A **and** at least one question from Section B.

Answer each question on a **FRESH SHEET** of paper.

At the end of the examination, fasten the answers to Section A and Section B **SEPARATELY**.

All questions carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.

A reference chart of IPA Phonemic Symbols is provided at the end of this Question Paper. #

Section A: Language Variation and Change

Answer at least one question from this section.

Answers should demonstrate awareness of wider geographical/historical/social perspectives (as appropriate) in relation to English language.

Examples may be drawn from written or spoken English, or from both.

Do not repeat material in your answers to different questions on this Paper.

1 Read Text A(i) and A(ii) and then answer the question below.

Peter Stockwell writes in a Sociolinguistics guide for students that “It is common when a language community roughly corresponds with national boundaries, for one dialect to be promoted above all others and attract prestige to the point at which it is regarded as the “standard” form, even to the extent that it is seen as the “proper language” and all other dialects as bad forms of the language.”

Discuss in detail contextual factors that affect the development of "Standard Englishes".#

You should include a range of examples/ideas from Text A(i) and Text A(ii) and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

Text A(i) is an extract from a *Reuters* news article on Singapore’s latest efforts to encourage the correct use of English.

Singapore has enlisted a drag queen comedian to give its people grammar lessons, as part of a long-running drive to encourage the correct use of English, for fear that weak language skills could dent its reputation as a business hub.

Foreigners visiting the tiny affluent Southeast Asian island occasionally find themselves bemused in conversation with Singaporeans, many of whom speak in a mishmash of broken English, Chinese dialect and Malay, popularly known as Singlish. 5

Despite a 15-year-long campaign to improve the use of English in the city-state, most of its population of around 5.4 million has stayed resistant to what they see as curbs on an integral element of their culture.

This week the 'Speak Good English Movement' launched a campaign to encourage better usage, enlisting comedian Kumar to act as 'The Queen of Grammar' in a series of videos berating his subjects' use of the language. 10

Text A(ii) is an edited excerpt of a letter sent by a reader to a newspaper *The Jamaican Gleaner* in response to government efforts to revolutionise pay and benefits to teachers in their public schools.

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Our training institutions acknowledge that our children coming into school at the early childhood stage and primary level will use Jamaican Creole (JC) as their first language. Our teachers, however, need to be trained and become adept at helping our children to acquire Standard Jamaican English (SJE) as a second language. This should become the language of instruction. In this way, our students will become immersed in the language.

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This is particularly important since there are many homes where children are not exposed to hearing SJE spoken. The schools, therefore, need to provide that immersion situation, along with formal instruction, to make successful acquisition of English aptitude possible.

Even though this approach should be self-evident, it is not happening in many of our schools. Why? Many of our universities and teacher-training institutions are not ensuring that all teachers of English are trained to teach English as a second language. Therefore, as I go into some classrooms, I hear many teachers conversing with the students in JC freely. On one occasion, a young English teacher at the secondary level was asked why she did not use SJE. Her response was because the students said they would not understand her.

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In other situations, I have heard primary-school children correcting teachers' use of JC instead of SJE. It seems, then, that we can no longer depend on the teacher to be a standard of how SJE should be spoken. If homes, therefore, do not provide the environment within which SJE is learnt; if the media cannot be depended on to present models of how to use the language; and if schools cannot provide examples of how the language is to be used, how do we expect our children to be prepared linguistically to compete in the global market?

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2 Read Texts B(i) and B(ii) and then answer the following question.

Discuss in detail what seem to you significant issues related to linguistic preferences and language variation.

You should include a range of examples/ideas from both Texts and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

Text B(i) is an extract from an editorial in the *Daily Mail* on the results of a poll on attitudes to accents in the UK.

It's one of the most distinctive and recognisable accents in the UK and now research has found that scouse is also considered to sound the least intelligent, least friendly and least trustworthy in the whole country.

The poll by ComRes asked a total of 4,000 Britons to rate accents in terms of friendliness, intelligence and trustworthiness. It then asked them to reveal whether they feel they have even been discriminated against in work or social situations. The accents included Liverpool, Devon, Newcastle, Edinburgh, Cardiff, London (Cockney), Belfast, Received Pronunciation, Manchester and Birmingham.

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A quarter of Brits (26%) voted the scouse accent as the least friendly, while people from Devon were considered the most friendly in 65 per cent of cases. People from Manchester, and those who speak the Queen's English scored the same on the friendliness scale. Brummies were not considered particularly friendly or unfriendly, according to the results.

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Received Pronunciation and the Devon accent were jointly perceived to be the most trustworthy accent at 51 per cent. The Liverpool accent was the least trusted, with more people saying they do not trust it (29%) than do (24%).

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On the subject of intelligence, three in five people said that Received Pronunciation, is the most intelligent accent - almost twice the score of second place Edinburgh. Again, the Liverpool accent fared badly being rated the 'most unintelligent' by 37 per cent of people.

Text B(ii) is an edited extract from an interview between David Graddol and Tom McArthur in *English Today*, a journal for academics and others interested in international English.

Graddol: Tom, can you tell us about your own linguistic background?

McArthur: I grew up in Glasgow, and my family background was from Perthshire, so I was aware that there were two kinds of Scots being used. Then when I was at school we could flip between a classroom language and a playground language easily through the day. As I got older I would flip languages throughout my life. In England, for example, as an army officer, I discovered I had to do new tricks - jump through a whole lot of linguistic hoops - in order to succeed. I became intensely aware of both a north-south difference and lower-higher difference: I came from a background where people spoke a language that was broad, low and close to the ground, but if I wanted to get on in life in the UK I had to elevate myself in some way.

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So I grew up with a sense - although I couldn't have put a label on it - that there was a doubleness in everything I did linguistically. It's only much later that I became conscious of a tradition in Scotland which regards Scottish English as a separate language from English.

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Section B: Language, Culture and Identity

Answer at least one question from this section.

Answers should demonstrate awareness of wider geographical/historical/social perspectives (as appropriate) in relation to English language.

Examples and ideas may be drawn from written or spoken English, or from both.

Do not repeat material in your answers to different questions on this Paper.

3 Read Texts C(i) and C(ii) and then answer the following question.

Discuss in detail ways in which language may be used to construct, reinforce or challenge social attitudes and values.

You should include a range of examples/ideas both from Texts C(i) and C(ii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

TEXT C(i) is an edited extract from the introduction of a publication entitled '*Protecting Children in Singapore*' by the Ministry of Social and Family Development.

Formal protection of children in Singapore began with the 1927 Children's Ordinance, enacted "to afford children protection against cruelty". In June 1946, following the Second World War, Singapore's first Social Welfare Department was established to look into various areas of social policy. From this mandate came the enactment in 1949 of the much more comprehensive Children and Young Persons Ordinance, the precursor of our present day legislation.

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Today, the Ministry of Social and Family Development (MSF) bears the statutory responsibility to protect children from abuse and neglect, with duties spelt out in the current Children and Young Persons Act. Under the Act, a person "shall be guilty of an offence if, being a person who has the custody, charge or care of a child or young person, he ill-treats the child or young person or causes, procures or knowingly permits the child or young person to be ill-treated by any other person".

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MSF protects children from ill treatment through effective detection, incisive investigations, and rehabilitation of perpetrators. Abused or neglected children are placed under a care programme to help them through the trauma of their experience. Wherever possible, the family unit is assisted to provide a more positive and caring setting for the continued upbringing of the child.

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In the past ten years, several key milestones have been set in the policies and processes of protecting children and young persons in Singapore.

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TEXT C(ii) is from an article from the website of *The Straits Times*.

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Nanny and her children 'abused 2 boys for years'

Published on Jul 24, 2013 8:27 AM

By Melody Zaccheus



Posed photo of an adult scolding a child.
-- ST FILE PHOTO: LILLIAN FOO

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Police and the Ministry of Social and Family Development are investigating reports that two brothers have been subjected to several years of abuse by their nanny and her children. 5

The boys, aged nine and 10, were said to have been forced to eat chilli and had it rubbed on their bodies if they refused to wear underwear bought for them by the nanny. They were also made to kneel on a backpack filled with rocks, reports claim.

Reports said the nanny's children were meant to provide tuition. The abusers purportedly launched a campaign of physical abuse that also included twisting the boys' ears until they bled, forcing them to do 1,000 squats, slapping them and throwing their spectacles to the ground if they got questions wrong and flicking them with rubber bands until they cried for help. 10

The alleged abuse left the elder son's spine curved. As both siblings are minors, none of the parties can be named. The brothers' aunt told Shin Min Daily News her sister is a single mother and she hired the nanny, who lives in the same block in Bukit Panjang, a few years ago. 15

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4 Read Texts D(i) and D(ii) and then answer the following question.

Discuss in detail ways in which language is used to construct identity and meaning in the discourse of medicine.

You should include a range of examples/ideas both from Texts D(i) and D(ii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

TEXT D(i) is an edited extract from the website of a university in the United States.

MEDICAL JARGON

A <i>abduction</i> <i>algor mortis</i> <i>Alzheimer's disease</i> <i>arrhythmia</i> <i>ASA</i>	to move a limb or some other body part away from the midline of the body the reduction in body temperature following death a progressive disease with specific brain abnormalities marked by memory loss and progressive inability to function normally at even the simplest tasks. Named after Alois Alzheimer, a German neurologist. when the beat of the heart is no longer originating from the sinus node, and the rhythm is abnormal abbreviation for <i>acetylsalicylic acid (aspirin)</i>	 5 10
B <i>bagging</i> <i>bilateral hemothorax</i> <i>bolus</i> <i>bounceback</i> <i>BP</i>	manual respiration for a patient having breathing trouble that uses a handheld squeeze bag attached to a face mask blood in both sides of the pleura, the membrane covering the lung a large dose of a drug that is given (usually intravenously) at the beginning of treatment to raise blood-level concentrations to a therapeutic level a patient who returns to the Emergency Room (ER) with the same complaint shortly after being released abbreviation for <i>blood pressure</i>	 15 20
C <i>carboxyhemoglobin</i> <i>CAT scan</i> <i>champagne tap</i> <i>code brown</i> <i>crispy critter</i>	a substance formed when the poisonous gas carbon monoxide combines with hemoglobin in the blood abbreviation for <i>computerized axial tomography</i> a successful lumbar puncture with no red blood cells found, which means it is as clean as possible. So-called because the supervising resident has to, by custom, buy the student a bottle of champagne the term used when a patient doesn't make it to the bathroom in time ER slang for a seriously burned patient	 25

Text D(ii) is an edited transcript of a dialogue between a doctor and a patient on stomach pain.

P = Male patient; D = Female doctor

- P: Good afternoon, doctor.
- D: Good afternoon. What is your problem?
- P: I have a stomachache.
- D: What do you feel?
- P: I have a strong pain and heartburn. 5
- D: How long have you had this pain and acidity?
- P: For 2 months now. It does not go away! I eat and after every meal my stomach hurts. Even at night the pain persists. Just last week, I was watching the television with my children after dinner and my stomach hurt really bad, I had to curl up on the couch trying not to cry like a baby. 10
- D: Tell me, in the last 2 months, have you eaten any kind of heavy food, or something different?
- P: No.
- D: How strong is the pain? Let's say in a 1 to 10 scale, how would you describe the intensity of the pain? 15
- P: Between 4-5
- D: Is there a kind of food that affects you more?
- P: Greasy food.
- D: Greasy food affects you, does it?
- P: Yes. At home we eat a lot of greasy food. 20
- D: Where in the abdomen does it hurt? Point please! Does the pain travel to your chest, shoulder, back or across your abdomen?
- P: It hurts in the middle. Sometimes, the pain travels across my abdomen.
- ...
- D: Ok. As I was telling you before, I am going to examine you. I want to examine your feces to check if you have any kind of parasite. Do you come from the tropics, or have you traveled anywhere recently such as the tropics, or overseas? 25
- P: Yes.
- D: Here in the United States, as well as in any other parts of the world, one can find parasites. These can affect your stomach. Besides this, I want to look for any occult blood. The digested blood, in case you have something in your stomach and you could have a hemorrhage, could produce a chemical reaction so that you can have occult blood in your feces. Many times we don't see the red color of blood or the black color of the digested blood; therefore an examination is necessary. 30
- I would also like to examine your upper gastrointestinal system through X-rays and contrast. It is a very simple thing and it does not hurt. You will drink a thick substance. The radiologist will see how you digest the substance and will see the movements of your stomach. We will have this type of examination because your pain could not come from the stomach but from the gall bladder. 35
- For now, do not eat greasy food. Do not eat close to your sleep time because it could cause you more acidity. Eat plain food, nothing spicy. 40
- As soon as I get the results from the medical test, I will talk to you. Do you have any questions?
- P: With so many medical tests, I was wondering if I have an ulcer.
- D: We need to think of that too. That is why I want that test. I need to explain to you that an X-ray of the upper intestine sometimes cannot detect an ulcer or other irritations. If the pain persists after some antibiotics, you will need an endoscopy. An endoscopy is a medical examination in which the doctor inserts a tube through your mouth or nose. Then, the specialist will observe your stomach, from the small intestine to the large one, and your gullet. Any other questions? 45
- P: No doctor, thank you.
- D: Good. We will see each other next week. Goodbye. 50

Copyright acknowledgements

- Question 1 Quote: Stockwell, Peter. (2007). *Sociolinguistics: A resource book for students*. 2nd Edition. Oxon. Routledge
Text A(i): Adapted from <http://www.reuters.com/article/2014/05/30/us-singapore-singlish-dUSKBN0EA0DJ20140530>
Text A(ii): Adapted from <http://jamaica-gleaner.com/gleaner/20130602/focus/focus4.html>
- Question 2 Text B(i): Adapted from <http://www.dailymail.co.uk/sciencetech/article-2433201/Scousers-intelligent-trustworthy-accent-Devonians-friendliest.html#ixzz3C4O0ydVp>
Text B(ii): Adapted from Graddol, David. (2009). Interview with Tom McArthur. *English Today*, 25, pp 18-21.
- Question 3 Text C(i): Adapted from http://app.msf.gov.sg/portals/0/Summary/research/Materials_Protect_Children_in_Spore.pdf
Text C(ii): Adapted from <http://www.straitstimes.com/breaking-news/singapore/story/nanny-and-her-children-abused-2-boys-years-20130724>
- Question 4 Text D(i): Adapted from http://www.ruf.rice.edu/~kemmer/Words04/usage/jargon_medical.html
Text D(ii): Adapted from <http://biology.kenyon.edu/slouc/span-med/docinte2.htm>