



HWA CHONG INSTITUTION
JC2 Preliminary Examinations
Higher 2

**CANDIDATE
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CT GROUP

14A/S

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NUMBER**

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**INDEX
NUMBER**

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ENGLISH LANGUAGE AND LINGUISTICS

9727/01

Paper 1 Analysing Language Use

2 September 2015

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 Question 1 (Section A) **and** Question 2 (Section B).

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

At the end of the examination, fasten the answers to Question 1 and Question 2 **SEPARATELY**.

Both 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.

Answer Questions 1 and 2 (Section A and Section B).

A list of phonemic symbols and signs is supplied at the end of the question Paper for you to make use of as appropriate.

Section A: Analysis

The following texts pertain to issues on parenting.

Text A is a transcription of part of an interview of Michelle Obama, the 44th First Lady and wife of US President Barack Obama, conducted by American television host, David Letterman.

Text B is an extract from a research paper published in the *Journal of Education and Human Development*.

Read both texts, and then complete the following task:

- 1 Compare the linguistic features of Text A and Text B, considering relevant contextual factors.

In your analysis you should make relevant reference to:

- differences between spoken and written language
- lexis, grammar and phonology
- how the contexts affect the ways language is used.

[25]

TEXT A

D = David Letterman
M = Michelle Obama

D: welcome back

M: it's good to be back

D: it's great to have you back
//

M: you look great

D: well that's kind of you to say

5

M: THAT'S TRUE

D: but you're not under oath

M: i'm not

<audience laughter>

D: <laughter> i wanna know
//

10

M: yah

D: err this is the question i wanna ask a lot of people
//

M: mmm mmm

D: because i need all the help i can get in this regard

//

M: ok 15

D: err i have an eleven year old son

M: he's eleven already↗

D: eleven years old (.) your your daughters a bit older so (.) how are they doing↗

M: they are doing GREAT (1) they are growing up and it happens so fast as you know (.) i get one driving (2) 20

D: OH MY GOD=

M: =I KNOW

<audience gasp and audience laughter>

M: yeah she's out on the road (2) really↘ she has her license and she can go and you say can you run down to the a&p we need (.) you know 25

<audience laughter>

M: i (.) i did that because you know (1) when kids get their licenses they are ready to do anything and so she actually came and she said ma you need any errands↗

//

D: mmm mmm

<audience laughter> 30

D: this is this is one of those landmark things isn't it (.) from this point on it (.) it will all be different (.) for you and for her

//

M: I know (2) <laughs>

<audience laughter>

D: and and and now (2) she she can (.) she's got a curfew right↗ = 35

M: =she's she's got a curfew (.) she can't just (.) roll around (.) yeah (.) it depends on (.) she can't just roll in the house

D: <laughs>

M: yeah it depends on what's going on (2) i mean if there's a party and we know what time it will be over you know (2) we we make sure she's back right after the party= 40

D: =now you say party (2) and all i'm thinking about is (.) er mmm err probably gonna be boys↗

M: there are always boys at the party

//

D: yeah how's that working

- M:** THAT'S OK (.) you know (2) Barack is handling that (.) OK 45
- <audience laughter>
- D:** oh <laughs> he handles that
- M:** YEAH
- <audience laughter> <audience applause>
- M:** yeah he's (2) doing well (.) but but they they are so normal though 50
- D:** the kids are normal ↗ =
- M:** =yeah
- D:** that's great credit to you (1) it's virtually impossible (.) to raise normal kids in in the the WHITE HOUSE (.) a billion times more pressure
- M:** yeah yeah (2) but but we (.) we treat them normally (2) i mean (.) we don't let (2) our circumstances become an excuse for them= 55
- D:** =see i do (2)
- M:** you ↗ (.) <laughs>
- <audience laughter>
- D:** my son thinks he's being raised in the white house 60
- M:** OH <laughs>
- <audience laughter>
- D:** <laughs> and it's working out just fine

Additional information to candidates:
a&p: supermarket chain

TRANSCRIPTION KEY

(.)	micropause
(1)	pause in seconds
<u>underlining</u>	stressed sound/syllable(s)
//	speech overlap

↗	rising stress on syllable
↘	falling stress on syllable
CAPITALS	to indicate a word/phrase/syllable is said loudly

TEXT B

Parenting Styles and Their Effects on Offspring

Parenthood is a multifaceted role that requires the implementation of many specific behaviors that work individually and together to influence the psychosocial success (PSS) of emerging adults (EAs). Over time, investigators have grouped parenting behaviors into related clusters called parenting styles (PS; Becker 1964; Dornbusch, Ritter, Leiberman, Roberts, & Fraleigh 1987; Kelly & Goodwin 1983; Steinberg et al. 1989). Baumrind (1973) defined *parenting style* (PS) to be a consistent pattern with which parents interact with their children along two dimensions: demandingness and responsiveness. Demandingness refers to parental efforts to integrate children into the family through maturity demands, supervision, discipline, and willingness to confront behavioral problems. Responsiveness refers to the extent to which parents foster individuality, self-regulation, and self-assertion by consenting to or being aware and supportive of children's needs and demands (Baumrind 1991). Based on the degree of responsiveness and demandingness employed by parents in rearing their children, Baumrind classified three PSs: authoritarian, authoritative, and permissive.

Authoritarian parenting. Authoritarian parenting is characterized by behaviors that are highly restrictive and extremely demanding. Parents who employ this style tend to constrain children's independence and force them to follow strict rules by threatening harsh punishment for violations. They also tend to be less responsive to and accepting of their children. By preventing children from exercising control over their own behaviors and learning from their mistakes, authoritarian parents inadvertently may be rearing children to believe that they are not responsible for what happens to them. Children and adolescents from authoritarian families tend to perform moderately well in school and to be less involved in problem behaviors than children and adolescents from permissive families, yet they have poorer social skills, lower self-esteem, and higher levels of depression than do children of authoritative parents. Compared with parents of other styles, authoritarian parents tend to rear girls who are less independent, boys who are more aggressive, and children who appear discontented and more extrinsically motivated (Ginsburg & Bronstein 1993).

...

Permissive parenting. Permissive parents, at the other extreme, are non-restrictive, imposing few maturity demands and applying high levels of responsiveness. They either indulge or neglect their children's needs (Strage & Brandt 1999). Permissive parents allow children to be self-regulated and free from rules or discipline. However, by not setting behavioral limits and goals and not holding children responsible for surpassing or falling short of those limits and goals, parents are failing to teach children that they are responsible for their own behavior. Moreover, children and adolescents from permissive families are susceptible to antisocial peer pressure (Condry & Simon 1974; Steinberg 1987). Such individuals are also more likely to be involved in problem behaviors and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression than children raised by authoritarian parents (Strage & Brandt 1999).

Section B: Adaptive writing and commentary

Texts C, D and E relate to road safety.

Text C is an extract from a report on road accidents involving school children in the United Kingdom published by AXA Insurance.

Text D is an adapted extract from a blog by a stay-at-home mother about her personal experience at the Road Safety Community Park.

Text E is the song lyrics for '*Crossing the Road*', a song developed by the Transport for New South Wales, in conjunction with the '*Kids and Traffic*' programme at Macquarie University, to help young children learn about road safety.

Read the three texts, and then complete the following tasks:

- 2 (a)** As part of its holistic approach to prevent road accidents, the Singapore Road Safety Council (SRSC) is collaborating with schools to educate the young about road safety and what they can do to stay safe on the road. As a member of the Publications Committee in SRSC, you have been tasked to produce an information brochure that will be distributed to and read by all students aged 9 to 12 years old.

Write the text for this brochure in approximately 300-400 words. Base your writing on the ideas and references which are contained in Texts C, D and E, adapting them in a way that is suitable for your purpose and audience.

and

- (b)** Write an evaluation of approximately 300-400 words of your adaptation for (a). Your evaluation should illustrate significant linguistic differences between your adaptation and Texts C, D and E, by considering:
- mode of address to the reader
 - lexical choices
 - grammatical and syntactical cohesion
 - morphology

and any other relevant linguistic issues.

[25]

TEXT C

The 'Danger Group'

Growing independence and a wider risk group (11-12 year olds)

The 11 to 12-year-old age group faces many new experiences and challenges as they start secondary school – including greater independence and new responsibilities. However, with that newly gained independence comes bigger risks to their personal safety, and there are concerning signs that the number of accidents are on the rise again for this age group. 5

While this has always been the highest risk age group among children, today an 11-year-old pedestrian is 3 times more likely to be killed or seriously injured during school run* time than a 10-year-old. This is an increase from twice as likely just 10 years ago. 10

This small age group alone accounts for a third (32 per cent) of all child pedestrians killed or seriously injured during school run times. While these proportions have held relatively steady over the years, recently we have seen accidents involving teenage and pre-teen girls increase significantly.

For this age group, public transport becomes more widely used – adding the possibility of crossing roads and darting between traffic to get to school. There remains a significant proportion (40 per cent) who walk to school either alone or with friends. 15

The pedestrian casualty rate for girls in particular rises steeply from the age of 11.

By age 12, nearly 73 per cent of children have a mobile phone. More significantly, they use their mobile phone functions much more than younger children do. Because of this, 25 per cent acknowledge that they themselves have been distracted by personal technology when crossing a road. 20

Additional information to candidates:

*school run: the time when parents drive their children to or from school

TEXT D

Wednesday, July 09, 2014

Fun for Free: Road Safety Community Park

When i was in lower primary, I really look forward to get older so that I can visit the Road Safety Park with the school! It's an excursion only for the upper primary students to learn about road safety, and i have long heard all about the fun from my elder sister and cousins who went! When it was finally my turn to visit the park, I remembered fondly the buses that brought us to the park and we were grouped into pedestrians, cyclists and car drivers, given briefing about the road safety rules & tips, and spent a fun filled day at the park with my classmates!

5



The Road Safety Community Park is located at East Coast Park Service Rd, Singapore 449889

I recently saw on facebook of my friend who brought her children to the road safety park to play, and found out that the park is now open to public 24 by 7! We can just bring our children to the open park as long as the park is not booked by any schools for Road Safety Day! And it's FREE!

10

Children will LOVE the park with its miniature installations of traffic infrastructure like traffic lights, zebra crossings, road crossings, yellow boxes, filter lanes, as well as a Shell Petrol Station, Police Station, Vicom inspection station etc!

15

And so, of course i brought my children there! Seriously, we had loads of fun! I role play with my boy, i pretended to be:

- another driver speeding with him
- another driver that didn't give way
- another driver with car broken down
- an old lady crossing the road and was still crossing slowly when the light turns green for him
- an woman crossing the road and the groceries bag broke with all the shopping items fallen all over
- an old woman who fell down along the pedestrian walk
- etc

20

25

If you are going there, you can take a look at <http://srsc.org.sg/advisories/children-senior-citizens-road-safety-accidents/> for rules that you can teach your children while you are at the park. :)

30

It's a highly recommended place to bring your children there for some interactive role playing fun as well as instill some road safety rules and good values to them!

WARNING: Sadly, the park is also infested with mosquitoes! We had sprayed insects repellent, but we were still "stalked" by numerous mosquitoes that were very persistent and fearsome to following us and resulted in us having about ten bites on each limbs. So, apply a lot more repellent!

35

TEXT E

Crossing the Road

We hold a grown-up's hand
 When we cross the road
 We hold a grown-up's hand
 When we cross the road 5

We hold a grown-up's hand
 Or their shirt, or their pram
 That's how we cross the road

We use the traffic lights
 When we cross the road 10
 We use the traffic lights
 When we cross the road

We use the traffic lights
 We look for signs and crossing stripes
 That's how we cross the road 15

We keep on holding hands
 And stop a step back from the kerb
 We keep on holding hands
 Looking all around for cars

And we keep on holding hands 20
 Can we hear any cars?
 And if everything is clear
 We walk safely across the road

And we keep holding hands
 And keep checking for cars 25
 All the way across the road

Don't run!

We hold a grown-up's hand
 When we cross the road
 We use the traffic lights 30
 When we cross the road

And we keep on holding hands
 When we cross the road
 That's how we cross the road

REFERENCE TABLE OF IPA PHONEMIC SYMBOLS (RP)

1. Consonants of English		2. Pure vowels of English	
/f/	<u>f</u> at, rou <u>gh</u>	/ɪ:/	be <u>a</u> t, kee <u>p</u>
/v/	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e	/ɪ/	b <u>i</u> t, t <u>i</u> p, bu <u>s</u> y
/θ/	<u>th</u> eatre, <u>th</u> ank, ath <u>l</u> ete	/e/	b <u>e</u> t, ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, w <u>ith</u> , e <u>ith</u> er	/æ/	b <u>a</u> t
/s/	<u>s</u> ing, think <u>s</u> , loss <u>e</u> s	/ʌ/	c <u>u</u> p, s <u>o</u> n, bloo <u>d</u>
/z/	<u>z</u> oo, bed <u>s</u> , eas <u>y</u>	/ɑ:/	c <u>a</u> r, h <u>ea</u> rt, c <u>a</u> lm, <u>a</u> unt
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/e/	p <u>o</u> t, w <u>a</u> nt
/ʒ/	pleas <u>u</u> re, beig <u>e</u>	/ɔ:/	p <u>o</u> rt, s <u>a</u> w, t <u>a</u> lk
/h/	<u>h</u> igh, <u>h</u> it, beh <u>ind</u>	/ə/	<u>a</u> bout
/p/	<u>p</u> it, top, sp <u>i</u> t	/ɜ:/	w <u>o</u> rd, b <u>i</u> rd
/t/	<u>t</u> ip, p <u>o</u> t, ste <u>p</u>	/ʊ/	b <u>o</u> ok, w <u>o</u> od, p <u>u</u> t
/k/	<u>k</u> ee <u>p</u> , t <u>i</u> ck, s <u>c</u> are	/u:/	f <u>oo</u> d, s <u>ou</u> p, r <u>u</u> de
/b/	<u>b</u> ad, ru <u>b</u>		
/d/	ba <u>d</u> , <u>d</u> im	3. Diphthongs of English	
/g/	<u>g</u> un, bi <u>g</u>	/eɪ/	l <u>a</u> te, d <u>a</u> y, gr <u>ea</u> t
/tʃ/	<u>ch</u> urch, lun <u>ch</u>	/aɪ/	t <u>i</u> me, h <u>i</u> gh, d <u>i</u> e
/dʒ/	j <u>u</u> dge, <u>g</u> in, j <u>u</u> ry	/ɔɪ/	b <u>o</u> y, n <u>oi</u> se
/m/	<u>m</u> ad, jam, sm <u>a</u> ll	/aʊ/	c <u>ow</u> , h <u>ou</u> se, t <u>ow</u> n
/n/	ma <u>n</u> , n <u>o</u> , sn <u>ow</u>	/əʊ/	b <u>oa</u> t, h <u>ome</u> , kn <u>ow</u>
/ŋ/	s <u>ing</u> er, lon <u>g</u>	/ɪʊ/	<u>ea</u> r, h <u>ere</u>
/l/	<u>l</u> oud, k <u>ill</u> , pl <u>a</u> y	/eʊ/	<u>a</u> ir, c <u>are</u> , ch <u>a</u> ir
/j/	<u>y</u> ou, p <u>ure</u>	/ʊə /	<u>ju</u> ry, c <u>ure</u>
/w/	<u>o</u> ne, <u>w</u> hen, sw <u>ee</u> t		
/r/	<u>r</u> im, br <u>ea</u> d		

Copyright acknowledgements:

Question 1 Text A: Adapted from <https://www.youtube.com/watch?v=LEeO5TLViNk>Text B: Adapted from <http://www.scientificjournals.org/journals2007/articles/1031.htm>Question 2 Text C: <http://www.axa.co.uk/roadsafeschools/axaroadsafereport/>Text D: Adapted from <http://miracule.blogspot.sg/2014/07/fun-for-free-road-safety-community-park.html>Text E: <http://roadsafety.transport.nsw.gov.au/stayingsafe/children/songsrhymes.html>