



HWA CHONG INSTITUTION
JC2 Preliminary Examinations
Higher 2

**CANDIDATE
NAME**

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CT GROUP

14A/S

**CENTRE
NUMBER**

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**INDEX
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ENGLISH LANGUAGE AND LINGUISTICS

9727/02

Paper 2 Investigating Language Use in Society

18 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 **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 Texts A(i) and A(ii) and then answer the question below.

Crystal observes that “we are experiencing a linguistic revolution in which old models are being replaced by new ones, and a transitional period which is inevitably one of great uncertainty.”

Discuss in detail significant issues related to how the English Language has evolved and attitudes to such changes.

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, phonology and discourse as appropriate.

[25]

TEXT A(i) is an excerpt from a news article commenting on the words that were shortlisted for entry into the *New Oxford American Dictionary*.

But wait: one entry on the Oxford shortlist rings my bell, with its rich etymology, current utility and potential staying power well beyond the nonce. It is *frugalista*, defined as “a person who lives a frugal lifestyle but stays fashionable and healthy by swapping clothes, buying second-hand, growing own produce, etc.” This could become the *nom de guerre* of the “recession warrior.”

5

Ista — the Spanish version of the English suffix *ist*, as its *ismo* is our *ism* — was adopted as a combining form in our language in 1928 with the *Sandinistas*, the name for the supporters of the Nicaraguan Socialist-Nationalist leader Augusto César Sandino. A political party was founded in his name in 1963 and is currently the elected government of that nation.

The American fashion world picked up the suffix in the 1990s. Sarah Hilliard, an associate editor at Oxford University Press, informs me that the coiner of *fashionista* was Stephen Fried, who defined the word in “Thing of Beauty,” his 1993 biography of the supermodel Gia, as “the army of models, photographers, designers, hair and makeup people who toiled daily in the fashion trenches.” It has since been given a broader meaning to cover “one who closely follows fashion,” though some meanspirited anti-eliteniks use it as a synonym for “clotheshorse.”

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TEXT A(ii) is adapted from a chatroom session discussing the impact of technology on the English Language.

M@X(*.*):

W3ll, 4 1, p30pl3 t4lk liek th1s s0met1mes...

No, but seriously: it could decrease our knowledge, cos people get lazy, use acronyms and dont use punctuation....*guilty*

What else? mmmm people wrote letters in the past, now they write e-mails.. little electronic letters with strange code in them like, LOL or CYA, LMAO, not "technically" part of the English language, but they change the way we communicate with each other like never before. 5

Wateva:

non-native speakers r blending english with their mother tongues to create hinglish (hindu + english), konglish (korean + english), etc. Internet also preserves regional dialects, like southern english because the unique words can be written down. 10

TOMCRUISE:

Lmao!!? IDK? I could actually, probably find a way to tech talk this whole subject.Or use txt shorts orI cant say its gotten worse. Just shorter. Language has streamlined as has technology. I think as things just go faster and faster so will our language. 15

There will always be english courses taught in school. They may end up converting also, But for the most part, it wont die. Itll evolve

Ok. GG ttyl.B

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

Discuss in detail how taboo words and euphemism reflect societal concerns.

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

[25]

TEXT B(i) is an adapted news article from *My Paper*.

SINGAPORE - A university's valedictorian who blurted out a profanity at the end of her convocation speech last Friday apologised for the slip yesterday.

Nanyang Technological University's Ms Trinetta Chong, 23, gave a speech to inspire and congratulate her schoolmates during the school's convocation ceremony held on campus.

"I'm sorry if I offended anyone, as convocation ceremonies are supposed to be family-friendly events," she told *My Paper*. 5

In her speech, which lasted some six minutes, the graduate from the Wee Kim Wee School of Communication and Information paid tribute to the efforts of her fellow schoolmates, professors and parents. She even compared her cohort which was dressed in academic robes to characters in the popular *Harry Potter* books. 10

It was only at the end of her speech that she blurted out: "We f***ing did it!"

The use of the profanity was greeted with cheers and applause from the hall. Ms Chong said: "I used the word on the spur of the moment, as I felt that it resounded with graduating students."

She said that her parents, who oppose the use of profanities, were shocked at first, but later took it in their stride. 15

A copy of her speech had to be vetted, but it did not contain the expletive.

In response to *My Paper* queries, an NTU spokesman said that the audience at the ceremony was in a "highly charged mood" by the end of Ms Chong's speech.

The spokesman said: "In that environment, she probably got carried away. Her inappropriate choice of word is regrettable and she apologised to the School Chair in person and in writing after that." 20

A video clip of Ms Chong's speech was posted online shortly after the ceremony. It has since drawn mixed responses - flak as well as nods of approval - from netizens.

User markcenite was "shocked and scandalised by the abominable language used". 25

Others, such as netizen Santiago86, felt that Ms Chong's speech reflected the struggle that undergraduates faced in their four years of university life. The user added: "It's very inspiring and candid at the same time."

The video, which was uploaded onto YouTube last Friday, had drawn close to 1,200 views by last evening. A Facebook page has been created by the school's students in support of Ms Chong. 30

TEXT B(ii) is an adapted online guide to writing a good obituary.

Being asked to write the obituary of a friend or family member you've lost is an honor, but can be stressful. Reading this guide will help you write a touching obituary that celebrates the life of the one you loved.

The beginning of the obituary is the most important part because it announces the death to the person's friends, relatives and acquaintances. The remainder of the obituary gives an overview of the person's life, their family and the funeral details. 5

Reading our guides to formatting an obituary or using an obituary template will help you collect and structure the information for the obituary.

SAMPLE OBITUARY FOR A MAN:

ANDERSON ROBINSON, 85 10

Anderson Matthew Robinson, 85, of Portland, Oregon, entered into eternal peace at the Portland City Hospice and Palliative Care Center on April 11, 2012.

The funeral service will be held at 9:00 AM on April 12, 2012 at Young Family Funeral Home. Reverend Martin Thomas of St. Anthony's United Church will be officiating. Visitation will be held at 3:30 PM on April 11, 2012 at St. Anthony's United Church. Burial will follow the funeral at Mountain Cemetery at 5:00 PM. Funeral arrangements are being handled by Young Family Funeral Home. 15

Anderson was born in Eugene, Oregon on April 19, 1927. He graduated from Eugene Hills High School and continued on to receive a Bachelor's of Business Administration Degree from the University of Oregon. 20

Anderson was married to Chelsea M. Robinson (White) on July 20, 1950; they were married 62 years.

Anderson worked as the VP of Marketing at a major clothing company for more than 40 years. He enjoyed fishing, boating, watching TV, playing hockey and spending time with his friends and family. He was also actively involved in volunteering for many years and was a dedicated member of the Portland Big Brothers. 25

Anderson is survived by his three children, Michael B. Robinson and his wife Kathy, James Robinson and his wife Tracy, and Will Robinson; his 2 grandchildren Jamie and Stacy; his 2 brothers, Mark G. Robinson and Jon F. Robinson; his nieces and nephews; and the rest of his relatives and friends. 30

Anderson is preceded in death by his parents, Gary F. Robinson and Mary Sue M. Robinson; as well as his sister, Stefanie B. King.

In lieu of flowers, memorial donations may be given to the Big Brothers of America, 9900 North 21st Street, Washington, DC 55555. The family of Anderson Robinson wishes to thank the Portland City Hospice and Palliative Care Center as well as St. Anthony's United Church. 35

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), C(ii) and C(iii) and then answer the question below.

Discuss in detail why and how some social groups seek to differentiate themselves through language.

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

[25]

TEXT C(i) is adapted from a political commentary website, *Thinking Taiwan*.

Language is a symbol of individual and collective identity. It is humanity's main way of expressing beliefs and opinions. Language has often been invoked as a unifying symbol. The recent Sunflower Movement in Taiwan and Umbrella Revolution in Hong Kong, borne mainly out of the fear of the encroaching influence of China, are no exception to this rule. Holo (also known as *tâi-gí* and Taiwanese Hokkien) in Taiwan and Cantonese in Hong Kong, are the native languages of each place. These languages unite the people; using a language unique to each place is a symbol to differentiate them from China.

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TEXT C(ii) is adapted from a research paper entitled '*Varieties of English: The Malaysian Identity*' written by an undergraduate at the *University of Portsmouth*, England.

Linguistic Features	Malaysian English (ME) <i>The ME can be categorized as the standard Malaysian English (SME) at one end and a highly colloquial variety, Manglish (CME) at the other end of the continuum (Rajadurai, 2004).</i>
Lexis Loan word	Malay – <i>kampung</i> (village) Chinese dialect – <i>tapao</i> (take-away) Tamil – <i>thambi</i> (little brother)
Semantic shift	Hybrid also frequently occurs in Malaysian English, such as 'to run <i>amok</i> ' (to run in a violent frenzy) Another feature is semantic shift, as the word <i>rakyat</i> has been broadened from its original meaning of ethnic rural Malays to the Malaysian people in general (Kirkpatrick, 2007, p. 124)
Grammar Suffix ' <i>lah</i> ', ' <i>meh</i> '	Let's go <i>lah</i> ! He knows, <i>meh</i> ?
Phonology Consonants	Fricatives /θ/ is pronounced as /t/, and /d/ for /ð/.
Pure vowels	A broad /ɑ:/ is employed, in words like 'cab' and 'tab' rather than /æ/.
Diphthongs	Diphthongs /əʊ/ or /oʊ/ is just /o/.

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TEXT C(iii) is from an online British newspaper *The Independent*.

From the Mouths of Teens

At the back of a London bus, two teenagers are engaged in animated conversation.

"Safe, man," says one. "Dis my yard. It's, laahhkh, nang, innit? What endz you from? You're looking buff in them low batties." "Check the creps," says the other. "My bluds say the skets round here are nuff deep." "Wasteman," responds the first, with alacrity. "You just begging now." 5

The pair exit the vehicle, to blank stares of incomprehension.

Later, this dialogue is related to Gus, a 13-year-old who attends an inner London comprehensive*; he wastes no time in decoding it.

"Safe just means hi," he says briskly. "Your yard is like your home, where you're from. Nang just means good. Your endz is your neighbourhood. Buff is, like, attractive. Low batties are trousers that hang really low on your waist. Creps are trainers. Bluds are your mates. Skets are sort of slutty girls. Nuff means very. Deep is the same as harsh or out of order. Wasteman is what you say to someone when you're fed up with them. And begging," he concludes with a flourish, "means chatting rubbish." 10 15

There's more: butters means ugly, hype is excitement, bare is a lot, cotching is hanging around, and allow it is a plea to leave something or someone alone.

"Everyone in my school speaks like this," says Gus, a little wearily. "It's because you hear the cool kids saying these words and then you have to do it too. You've got to know them all and you've got to keep up. Nobody wants to be uncool," he adds, with a shudder. "That's, like..." 20

Sick?

"No, sick is good," he says patiently. "I guess it would just be, you know, deep."

Additional information to candidates:

*Comprehensive: relating to or denoting a system of secondary education in Britain in which children of all abilities from a particular area are educated in one school.

4 Read Text D and then answer the following question.

Discuss in detail ways in which language can be used to dominate, manipulate or persuade, specifically in political discourse.

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

[25]

TEXT D is adapted from the speech by Prime Minister Lee Hsien Loong at the 2015 National Day Rally.

My fellow Singaporeans, good evening.

First, let us thank Kit Chan again for her beautiful singing and also for dedicating her song to Mr Lee Kuan Yew. I am very glad I invited her to the rally, and I am very touched that she offered to sing "Home", which is a fitting tribute to Mr Lee and a good start for the SG50 National Day Rally.

Two weeks ago, on the 9th of August, we celebrated our Golden Jubilee with a parade at the Padang. For everyone who took part at the Padang, at the Floating Platform, around the Bay, watching at home or overseas, that night was something special to remember. It was not just a birthday bash, it was something far greater.

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First of all, we celebrated our resolve to defend ourselves and to survive over the last 50 years. We started out at independence with only two infantry battalions in a rough neighbourhood. But our pioneers were determined to defend ourselves - we built up the Singapore Armed Forces. Within four years, we paraded a few of our units on National Day in 1969. Overhead, we had one Hunter aircraft and one Alouette helicopter flying the Singapore flag. Singaporeans cheered, everyone understood what it meant and it was not just Singaporeans who took note.

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Fifty years later, our pioneer servicemen kicked off the SG50 vintage parade. Right marker, Colonel Swee Boon Chai - first batch, Officer Cadet School. Ibrahim Bulat, who trained the first national servicemen. John Norfor and K S Rajan, our pioneer pilots. And many others too, older, greyer but the spirit remain undaunted and I am so glad that we have some of them here with us tonight. Thank you very much. Take a bow together. Above us, instead of one Hunter fighter, we had 20 F-16s, flying across the Padang forming the number "50". A Chinook helicopter flew the flag, escorted by two Apaches, and Colonel Goh Lye Choon, now retired, was once again the Second-in-Command of the mobile column, this time on a Leopard tank. That is him.

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Secondly, on National Day, we celebrated how we had turned vulnerability into strength. We were a poor third world country. People lived in cramped and squalid slums, no modern sanitation, no utilities, but we built HDB flats to house all of us and made Singapore a first world metropolis and our beautiful home. Nearly all our water came from Johor and every now and again when an issue arose with Malaysia, some crazy politician would threaten to turn off the tap to get us in line, but we did not die of thirst. We cleaned up our rivers, we dammed them up to become reservoirs, we built Marina Barrage and turned Marina Bay into Marina reservoir. We invented NEWater and on National Day 2002, we toasted our success. Huat Ah!

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Thirdly, we celebrated our journey from third world to first as one united people. When we separated from Malaysia, we were not yet one people. Memories of the race riots were fresh and raw. The minorities were uncertain of their place in the new country. They saw what had happened in Malaysia. They wondered, 'Will the new Singapore Government keep its promise of a multi-racial society?' But 50 years on, we celebrate as one united people. On National Day, when the siren sounded, we stood and recited the Pledge together - regardless of race, language or religion. We sang Majulah Singapura.

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What an exhilarating journey these 50 years have been! How did we get here? I will put it down to three factors. Firstly, we were determined to be a multi-racial society. Secondly, we created a culture – a culture of self-reliance, and also mutual support. And thirdly, we kept faith between the Government and the people. 40

...

The third factor for our success is that we have kept faith between the Government and the people. We have built up this bond between the Government and the people over the past 50 years. The Government has kept its promises. What we said we would do, we did do. We have kept our politics honest, we insisted on high standards of integrity in public life. No corruption, no dishonesty. We are also honest when it comes to policies and when it comes to the choices that we have to make. We do not shy away from hard realities. We do not sugar-coat difficult issues. We do right by Singaporeans. In turn, our people expect the Government to perform, trust the Government to have their interests at heart and support the Government and its decisions to work for the common good. And even in tough times, we can act decisively together. 45 50

...

But I believe that I am doing what Singapore needs and what best safeguards your interest. If I did not believe that, I would not be doing it. It is my responsibility to make this decision, to make this judgement and then to act on your behalf. And having acted on your behalf, to account to you for the results and for the reasons why I decided the way I did. I think I owe it to you. You have elected me. This is my duty. I cannot shirk it. 55

...

But will it be so easy to maintain this happy state of affairs in the future? Will the stars always be so neatly aligned? What if relations among the powers sour and heat up? There could be a miscalculation. There could be a mishap. There could be a misunderstanding. If American and Chinese airplanes collide over the South China Sea, or Japanese and Chinese ships clash near the Diaoyu Dao or the Senkaku Islands, then tensions will go up, countries will press us to take sides. You are either with us, or against us. Which are you? We have to decide, 'which are we?' 60

...

Singapore is at a turning point. We have just completed 50 successful years. Now we are starting out on our next 50 years of nationhood. What will this future be? Will Singapore become an ordinary country, with intractable problems, slow or even negative growth? Overspending, heavy burdens for our children, gridlocked government; unable to act? There are so many examples around the world. Or will Singapore always stay special for our children? A multi-racial society strengthened by diversity, not splintered by divisions? A rugged society where everyone strives to do his best, but looks out for his fellow men? A people who live up to our song "One People, One Nation, One Singapore"? 65

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:/	car, hea <u>r</u> t, cal <u>m</u> , au <u>n</u> t
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/e/	po <u>t</u> , wa <u>n</u> t
/ʒ/	plea <u>s</u> ure, be <u>ig</u> e	/ɔ:/	po <u>r</u> t, sa <u>w</u> , ta <u>l</u> k
/h/	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ə/	<u>a</u> bout
/p/	<u>p</u> it, to <u>p</u> , sp <u>i</u> t	/ɜ:/	wo <u>r</u> d, b <u>i</u> rd
/t/	<u>t</u> ip, po <u>t</u> , ste <u>p</u>	/ʊ/	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/k/	<u>k</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/u:/	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e
/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/	la <u>t</u> e, da <u>y</u> , grea <u>t</u>
/tʃ/	<u>ch</u> urch, lun <u>ch</u>	/aɪ/	t <u>i</u> me, hi <u>gh</u> , di <u>e</u>
/dʒ/	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/ɔɪ/	bo <u>y</u> , no <u>i</u> se
/m/	<u>m</u> ad, ja <u>m</u> , sm <u>a</u> ll	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/n/	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/ŋ/	si <u>ng</u> er, lo <u>ng</u>	/ɪʊ/	ea <u>r</u> , he <u>r</u> e
/l/	lo <u>u</u> d, ki <u>ll</u> , pla <u>y</u>	/eʊ/	a <u>i</u> r, ca <u>r</u> e, cha <u>i</u> r
/j/	<u>y</u> ou, pu <u>r</u> e	/ʊə/	<u>j</u> ury, cu <u>r</u> e
/w/	<u>o</u> ne, <u>w</u> hen, swee <u>t</u>		
/r/	<u>r</u> im, bre <u>a</u> d		

Copyright acknowledgements

Question 1 Quote: www.davidcrystal.com/?fileid=-4131Text A(i): Adapted from <http://www.nytimes.com/2008/11/23/magazine/23wwln-safire-t.html>Text A(ii): Adapted from <https://answers.yahoo.com/question/index?qid=20110306194627AARN5Dj>Question 2 Text B(i): Adapted from <http://news.asiaone.com/News/AsiaOne+News/Singapore/Story/A1Story20110801-292019.html>Text B(ii): Adapted from <http://resources.yourtribune.com/obituaries>Question 3 Text C(i): Adapted from <http://thinking-taiwan.com/say-it-loud-language-ident-hktw/comment-page-1/#sthash.PuVW0vil.dpuf>Text C(ii): Adapted from http://www.academia.edu/9173516/Varieties_of_English_The_Malaysian_IdentityText C(iii): <http://www.independent.co.uk/news/uk/this-britain/from-the-mouths-of-teens-422688.html>Question 4 Text D: Adapted from <http://www.pmo.gov.sg/mediacentre/prime-minister-lee-hsien-loong-national-day-rally-2015-speech-english>