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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.

In terms of research into language and language teaching — and a lot of this comes from Noam Chomsky — “the native speaker is the model and the idea is to become like a native speaker for success as a second language learner,” he says. But the reality is, it is virtually impossible to become like a native speaker in another language. By setting up the native speaker as the only model, you are setting up your students to fail. - Mike Handford, Professor of linguistics, University of Tokyo

Discuss in detail the concerns of societies that have come to adopt English as its lingua franca.

You should include a range of examples/ideas from Texts A(i) and 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 a selection of comments made on-line about Mexicans’ and Puerto Ricans’ refusal to learn English.

Comment 1

Many of the Latin immigrants that come to the US didn't have a chance to go to school back in their countries, which makes it very hard for them to learn English. And also, because of that many of them don't even know the grammar of their language. Another reason is that they can get by without learning it. I have never seen a Mexican or Puerto Rican, born in the US, that can't speak English, specially because by the law they have to attend school. I know that many try very hard to learn and it's not that easy, and I speak for myself. Not only I had to learn English, but because my in-laws don't speak English, to communicate with them I had to learn Spanish also. 5 10

Comment 2

Most of them know english or at least enough to get by. It is after all the international trade language. Only some of the older or smaller communities of hispanics dont bother to learn english. If your going to be ignorant please dont be racist as well. 15

Text A(ii) is an edited news article published in 2013 concerning English as the lingua franca in Europe.

English has squeezed out every other language in the competition to become the common tongue of Europe, an EU report confirmed yesterday.

It found that English is the most popular foreign language in all but five European countries, and all of those are small nations that use the language of their larger neighbours. 5

Not one country can be found where the preferred second language is French, once the language of international diplomacy and still the vehicle by which French governments try to promote their influence abroad. 10

It found that 94 per cent of secondary school pupils and 83 per cent of primary age pupils across the EU are learning English as their first foreign language. Only in Britain and Ireland is French the top foreign language in schools.

The findings raise a series of questions about the future of languages in the EU. They will deepen criticism of the way the EU spends an estimated £1 billion a year translating all of its documents into the 23 official languages of the bloc. 15

The report said: 'The importance of English as a foreign language is confirmed among working age adults. In the EU, English was declared to be the best-known language amongst the population aged 25 to 64.' 20

Two thirds of adults knew English, with one in five of these saying they were proficient, 35 per cent spoke it well, and 45 per cent reckoned they had a fair command of English.

The findings, taken from the large-scale EU Adult Education Survey conducted in 2011, were published to mark the European Day of Languages, an event 'to promote the rich linguistic and cultural diversity of Europe' and to encourage language learning. 25

- 2 Read Texts B(i) and B(ii), and then answer the question below.

Discuss in detail social factors that influence attitudes toward language variation.

You should include a range of examples/ideas from Texts B(i) and B(ii) and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. **[25]**

Text B(i) is an edited version of a CNN news report published in 1996

So far it's little more than a vague idea, but a proposal by a California school board last week to recognize Black English as a second language has already sparked a firestorm of debate.

"I am incensed," said poet Maya Angelou, who recited one of her poems at President Clinton's inauguration. "The very idea that African-American language is a language separate and apart can be very threatening, because it can encourage young men and women not to learn standard English." 5

The Rev. Jesse Jackson also blasted the proposal, which was announced Wednesday by the California School Board to officially recognize Black English, also known as Ebonics, a term combining "ebony" and "phonics." 10

"While we are fighting in California trying to extend affirmative action and fighting to teach our children so they become more qualified for jobs, in Oakland some madness has erupted over making slang talk a second language," Jackson said in a statement. 15

"You don't have to go to school to learn to talk garbage," he said.

Critics say encouraging this non-standard English could give students the idea that Ebonics is a viable language in the workplace, a mistake that could hinder their job searches and careers. 20

Said Ryan Cameron, a rap radio disc jockey: "It's something that people use among their friends, but it's not something that they have to do to get ahead or have to do to get a job."

Text B(ii) contains excerpts of an academic paper by Anne H. Charity Hudley titled ‘Which English you speak has nothing to do with how smart you are.’

In classrooms across the U.S., there are kids who speak a wide variety of types of English. Even though it's historical accident that anyone considers "isn't" better than "ain't" or "wash" better than "warsh," those kids who just axed a question may feel dumb and be treated as if they're dumb by the people around them. And it starts young: Even by the end of kindergarten, many students have absorbed messages that their language is wrong, incorrect, dumb, or stigmatized. 5

For example, when I studied the language patterns of 4- and 5-year-old black children in several U.S. cities, many of them were worried that just talking with me would somehow cause them to be held back a grade if they did not do well in the conversations. You can see how these feelings of insecurity, anxiety, and apprehension when communicating—what the linguist William Labov calls linguistic insecurity—would make it disheartening to try and learn higher skills like math and reading when you're told you're wrong as soon as you even open your mouth. 10 15

But where does this idea that certain varieties of English are worse come from, does it have any basis in reality, and what can teachers—and all of us—do about it?

As the linguist Steven Pinker explains, "The choice of *isn't* over *ain't*, *dragged* over *drug*, and *can't get any* over *can't get no* did not emerge from a weighing of their inherent merits, but from the historical accident that the first member of each pair was used in the variety of English spoken around London when the written language became standardized. If history had unfolded differently, today's correct forms could have been incorrect and vice versa." 20 25

So why do people think of speakers of standardized English as being smarter, of a higher status, and as having more positive personality traits than speakers of nonstandardized English varieties? These values have more to do with who is in power: If people are devalued for some reason or another—race, gender, socioeconomic class, and so on—their language gets the same association. For example, the way that the British upper class speaks may sound snobby to some, but it's most always judged academically acceptable. The language of Southern African-Americans may sound warm and fun but it's often judged to be academically unacceptable or undesirable. It's even in our media: As the linguist Rosina Lippi-Green points out, the way that cartoon characters speak, like the Lion King's hyenas or Shrek's donkey, reinforces our racial and linguistic stereotypes, encouraging kids to think of their classmates who sound like Simba or Shrek as "good guys," people who sound like the hyenas as "bad guys," and people who sound like Donkey as buffoons. 30 35 40

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

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

3 Read Text C(i), C(ii) and C(iii), and answer the following question.

Discuss in detail ways in which language can be used to construct and reinforce social attitudes towards minorities.

You should include a range of examples/ideas from Text C(i), C(ii) and C(iii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. **[25]**

Text C(i) is a section of a report by the Australian Human Rights Commission

In 2006, the Commission conducted a National Inquiry into discrimination against people in same-sex relationships regarding access to financial and work-related entitlements and benefits. The inquiry is known as the *Same-Sex: Same Entitlements* Inquiry (the Inquiry).

5

The Inquiry heard of the difficulty experienced by Jack, who does not consider himself to be male or female, although he presents himself as masculine:

I have never travelled overseas – should I wish to do so, my passport would define me as female, according to my birth certificate. Imagine the fuss at customs! In an ideal world I would like to be able to change my passport to reflect me as male, to represent the masculine way I feel and am in the world. Currently this is impossible without first changing my birth certificate.

10

Text C(ii) is a section of a report published by the US, Centers for Disease Control and Prevention, Racial and Ethnic Minorities

- In 2008, Asian Americans/Pacific Islanders (AAPIs) aged 19–24 years had an acute hepatitis B incidence (3.1 per 100,000 population) that was 1.6 times greater than non-Hispanic whites of the same age (1.9 per 100,000).
- Asian Americans and Hispanics in 2006–2008 had the greatest percentage of populations residing in counties whose air quality did not meet EPA standards for particulate matter and ozone compared with other racial and ethnic populations. 5
- Asian Americans are less likely to live in poverty (12.8%), more likely to be college graduates or hold graduate degrees (50%), and more likely to be employed in management, business, science, and arts occupations (48.5%) compared with the total U.S. population (15.9%, 28.5%, 36.0%, respectively). 10

Text C(iii) contains excerpts of a recent BBC article

David Cameron has been criticised for his description of migrants trying to reach Britain as a "swarm".

Mr Cameron, who is on a tour of South East Asia, warned that illegal immigrants would be removed from the UK, saying Britain would not become a "safe haven" for migrants in Calais. 5

He said the French had deployed an additional 120 police to the French port and the UK was investing in fencing and security measures.

He told the BBC "everything that can be done will be done to make sure our borders are secure and make sure that British holidaymakers are able to go on their holidays". 10

"I accept that, because you have got a swarm of people coming across the Mediterranean, seeking a better life, wanting to come to Britain because Britain has got jobs, it's got a growing economy, it's an incredible place to live," he added. 15

The Refugee Council, which works with refugees in the UK, said his comments were "irresponsible" and "dehumanising".

"This sort of rhetoric is extremely inflammatory and comes at a time when the Government should be focused on working with its European counterparts to respond calmly and compassionately to this dreadful humanitarian crisis," it added. 20

- 4 Read Text D(i) and D(ii), and answer the following question.

Discuss in detail ways in which language is used to construct and shape values and identity of government institutions.

You should include a range of examples/ideas 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 advisory from the City of London Police

ABTA, the NFIB and Get Safe Online have published advice on how to avoid becoming a victim of holiday booking fraud – and on how victims should go about reporting it, including the top tips below:

- **Do your research:** Don't just rely on one review, do a thorough online search to ensure the company's credentials. If a company is defrauding people there is a good chance that consumers will post details of their experiences, and warnings about the company, online. 5
- **Look for the logo:** Check whether the company is a member of a recognised trade body such as ABTA. You can verify membership of ABTA online, at www.abta.com 10
- **Stay safe online:** Check the web address is legitimate and has not been altered by slight changes to a domain name – such as going from .co.uk to .org
- **Pay safe:** Never pay directly into an owner's bank account. Paying by direct bank transfer is like paying by cash – the money cannot be traced and is not refundable. Where possible, pay by credit card, (or a debit card that offers protection). 15
- **Check paperwork:** You should study receipts, invoices and terms and conditions, and beware of any companies that don't provide any at all. 20
- **Use your instincts:** If something sounds too good to be true, it probably is.

Text D(ii) is an extract of a press release from the website of the Ministry of Manpower (Singapore)

1. The Ministry of Manpower (MOM) mounted an island-wide enforcement operation from 1 to 2 July 2015 against a syndicate suspected to be involved in the illegal importation of labour, or bringing in foreign workers for illegal employment. The operation saw the arrest of 41 persons, which included the alleged mastermind and members of the syndicates. 5

Zero-tolerance towards Illegal Employment and Syndicated Activities

2. Commenting on the operations, Mr Kevin Teoh, Divisional Director of MOM's Foreign Manpower Management Division, said: "This operation to weed out syndicates involved in the illegal importation of labour is part of MOM's overall enforcement strategy. This is to ensure a level playing field in the employment landscape such that law abiding employers are not disadvantaged. We will continue to use the full force of the law to take perpetrators who deliberately circumvent our work pass framework to task." 10 15

Penalties

3. Recognising the need to target syndicates who profit from the illegal import of labour, the Employment of Foreign Manpower Act (EFMA) was amended in November 2012 to give MOM greater enforcement powers to deal and heavily penalise offenders involved in illegal labour importation. 20
4. Employers who hire foreign workers seeking illegal employment face a fine of between \$5,000 and \$30,000 or up to 12 months' imprisonment or to both. They may also be barred from employing foreign workers. For foreigners who work without valid work passes, they face a fine of up to \$20,000 or 24 months' imprisonment or to both. They may also be barred from working in Singapore. 25

Members of the public who know of persons or employers who contravene the EFMA should report the matter to MOM at Tel: (65) 6438 5122 or email mom_fmmd@mom.gov.sg. All information will be kept strictly confidential. All information shared will be kept strictly confidential. 30

REFERENCE TABLE OF IPA PHONEMIC SYMBOLS (RP)

1. Consonants of English		2. Pure vowels of English	
/f/	f <u>at</u> , rou <u>gh</u>	/ɪ:/	be <u>a</u> t, kee <u>p</u>
/v/	v <u>e</u> ry, v <u>i</u> llage, lov <u>e</u>	/ɪ/	bit, tip, bu <u>s</u> y
/θ/	th <u>e</u> atre, th <u>a</u> nk, ath <u>l</u> ete	/e/	be <u>t</u> , ma <u>n</u> y
/ð/	th <u>i</u> s, th <u>e</u> m, w <u>i</u> th, e <u>i</u> ther	/æ/	ba <u>t</u>
/s/	s <u>i</u> ng, thi <u>n</u> ks, loss <u>e</u> s	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	zoo, be <u>d</u> s, eas <u>y</u>	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ʃ/	sug <u>a</u> r, bu <u>sh</u>	/ɐ/	po <u>t</u> , wa <u>n</u> t
/ʒ/	plea <u>s</u> ure, be <u>i</u> ge	/ɔ:/	po <u>r</u> t, sa <u>w</u> , ta <u>l</u> k
/h/	h <u>i</u> gh, h <u>i</u> t, beh <u>i</u> nd	/ə/	ab <u>o</u> ut
/p/	pit, to <u>p</u> , sp <u>i</u> t	/ɜ:/	wo <u>r</u> d, bi <u>r</u> d
/t/	tip, po <u>t</u> , st <u>ee</u> p	/ʊ/	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/k/	kee <u>p</u> , tick, sca <u>r</u> e	/u:/	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e
/b/	ba <u>d</u> , ru <u>b</u>		
/d/	ba <u>d</u> , d <u>i</u> m	3. Diphthongs of English	
/g/	gun, bi <u>g</u>		
/tʃ/	ch <u>u</u> rch, lun <u>ch</u>	/eɪ/	late, da <u>y</u> , grea <u>t</u>
/dʒ/	ju <u>d</u> ge, gi <u>n</u> , ju <u>r</u> y	/aɪ/	ti <u>m</u> e, hi <u>g</u> h, di <u>e</u>
/m/	ma <u>d</u> , ja <u>m</u> , sma <u>l</u>	/ɔɪ/	bo <u>y</u> , noi <u>s</u> e
/n/	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/ŋ/	si <u>ng</u> er, lon <u>g</u>	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/l/	lo <u>u</u> d, ki <u>ll</u> , pla <u>y</u>	/ɪə/	ea <u>r</u> , he <u>r</u> e
/j/	yo <u>u</u> , pu <u>r</u> e	/eə/	ai <u>r</u> , ca <u>r</u> e, cha <u>i</u> r
/w/	o <u>n</u> e, w <u>h</u> en, sw <u>ee</u> t	/ʊə/	ju <u>r</u> y, cu <u>r</u> e
/r/	ri <u>m</u> , br <u>ea</u> d		

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