



Catholic Junior College
JC2 Preliminary Examinations
Higher 2

ENGLISH LANGUAGE AND LINGUISTICS

Paper 2 Investigating Language Use in Society

9727/02

29 August 2017

Additional Materials: Answer Paper

3 Hours

READ THESE INSTRUCTIONS FIRST

Write your name and class on all the work you hand in.

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

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

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

At the end of the examination, fasten all your work securely together.

All questions carry equal marks.

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

This document consists of **15** printed pages and **1** blank page.

[Turn over

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 in this Paper.

- 1** Read Texts A(i), A(ii) and A(iii) and then answer the question below.

Discuss in detail the impact of new communications technologies on the use of spoken and written English.

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

Text A(i) is an extract from an online article published on *JStor Daily*.

So what's a punctuation mark to do in a messaging world? Frankly, internet or online speech is much less classy than formal writing. The use of punctuation in texting, online chat, and instant messaging has certainly evolved quite rapidly, sometimes past recognition for some. So much so that according to linguist Lauren Squires, internet language has developed into another register of language—some might say another dialect, with its own evolving distinctive forms and social meanings, intentions, and subtextual negotiations. Consider linguistic innovations such as acronyms (the old standby “brb,” often pronounced as written), abbreviations (the already outd8ed “gr8” beloved by flip-phoners old and new), spelling variants that reflect the sound of speech and emphasis within the text (“sooo goood”) and of course also (omg) punctuation!!!! There's a lot to say about punctuation and its strange life slash sometimes mysterious disappearance in the internet age. 5 10

Text A(ii) is a conversation between two co-workers, Beth and Ann, on an Instant Messaging Application. The name of the client has been removed.

Beth: this needs to be rescheduled ... so annoying
Beth: :-\
Ann: I feel bad to cancel a session :-\
Ann: :'(5
Beth: don't worry, (*name of client*) should feel worse
Beth: it cost them a lot
Ann: hmmm.....
Ann: anyways I'll b waiting for an official mail
Ann: :)
Beth: oki, thanks 10

Text A(iii) adapted from an online article, *Laugh and the world laughs with you, 'Ha' not so much.*

Textual representations of laughter go back at least to Chaucer, who fancied the onomatopoeic “haha” to convey merriment in his writing. (Shakespeare preferred a more staccato “ha, ha, ha.”) But neither Chaucer nor Shakespeare could have predicted the universe of meaning that now exists in the subtle nuance between those two expressions. These days, a HAHAHA versus a ha in a text can indicate the difference between “I’m dying laughing” and “I literally never want to see you again.” 5

Since we can’t crack up, lose it, giggle, guffaw, snort, break into hysterics, snicker, chuckle or simply nod and smile on text, we’ve had to come up with a host of different ways to get across what we mean. 10

Take hahaha, which we’ll call basic laughter. It’s actually anything but basic, with the ability to shorten (haha), lengthen (hahahahahaha), capitalize (HAHAHA), punctuate (Ha!), elongate (Haaaaaaaaa), or replace with an “e”(hehe) — though, realtalk, The New Yorker may have called hehehe a “younger person’s elaugh,” but ask any actual young person today and his or her response is likely to be “ew.” (Heh, however, is acceptable.) 15

Then of course there is LOL, for “laugh out loud,” which actually means the opposite, because nobody using LOL has actually laughed out loud since at least 2015. “It’s like saying ‘k,’” said Sharon Attia, a 22-year-old college senior, noting that a single ha is also pretty much the equivalent to giving someone your best resting bitch face. 20

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

Discuss in detail contextual factors that affect linguistic choices relating to variation in the English language.

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

Text B(i) is an abstract of a published dissertation, *Talking Sheng: The role of a hybrid language in the construction of identity and youth culture in Nairobi, Kenya*.

Young people in Nairobi use Sheng, an urban, youth sociolect that mixes English, Kiswahili, and ethnic languages and shares many features with slang, to forge a new, hybrid identity. Sheng signifies the negotiations and struggles of youth's identity project. The institutions of family, church, school, and popular media present Kenyan youth with different possible identities. The voice of the family comes to them in ethnic languages that embody tradition and heritage. The voice of education asks them to place Kiswahili at the center of a multicultural ideology, but does so in English. The church calls to them in Kiswahili and English. The voice of the media comes to them in videos, movies, music, radio, and television and is heard mostly in English. Each of these languages represents a particular ideology of living in the world and young people respond through language.

Sheng also signifies the construction of a linguistic third space between the global, represented by a transnational African diasporic culture, and the local, represented by tradition. This dissertation also focuses on two groups of culture brokers that are helping to shape Sheng and, as a consequence, shape identity—rap musicians and *Manambas*. *Manambas* are young men who work on Kenya's privately owned public service vehicles. Many of Kenya's rappers feel a sense of responsibility toward the youth; and as the voices of their generation they feel an obligation to promote the importance of African heritage in young people's definition of self. *Manambas* are the master innovators of Sheng, however, they do not share rappers' sense of responsibility nor do they have a coherent social agenda for young people. While rappers negotiate between tradition and modernity, *Manambas* stand in between the global and the local.

Text B(ii) an abstract from a research article, *The range and depth of English-knowing bilinguals in Singapore*, by Anne Pakir.

The concept 'English-knowing bilingualism' is particularly worthy of exploration in Singapore because of the rapidly evolving special nature of 'bilingualism' there and the penetration of English into several domains. The discourse of 'English-knowing bilinguals' in two main domains—at home and at school—is examined in terms of the range and depth of functional uses previously suggested. The discourse is explained with a new model, that of 'expanding triangles' involving an increasing English-speaking base population and two distinctive English speech clines in Singapore, graded on formality and proficiency considerations. The interpersonal functions of language call for the subvariety of English found at the lower ends of the English speech clines in Singapore. The representative and the educational functions have been served by the subvariety at the upper ends of the speech clines. The imaginative function has been traditionally served by a high variety of English but the lower varieties are also increasingly being used in codified texts such as poems, short stories and plays by Singaporean writers.

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 question below.

Discuss in detail ways in which language influences our perspectives and the way we understand the world.

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

Text C(i) is a feature article published in an British Broadsheet newspaper, *The Guardian* in the 'Health and Living' section.

In my view the language used around cancer seems to revolve around wartime rhetoric: battle, fight, warrior, beat. While I recognise that these violent words may help others on their journey with cancer, as someone who is never going to "win her battle" with this disease, I find them uncomfortable and frustrating to hear.

5

Even for those who survive or "conquer" the disease, it will remain with them for the rest of their lives; they may be left disfigured by treatment and have to live with the constant anxiety that their cancer may return. They may not wish to have the label of "survivor", which must interfere with the return to normality.

I cannot see anything "brave" about how I live my life. Bravery implies a choice. Someone who lays down their life to save another human being is brave. I didn't choose to be affected by cancer and I don't believe being placed on the courage pedestal helps me to continue living.

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Text C(ii) is an editorial published in *The Guardian*.

The Guardian view on the refugee crisis: action not words

The Dubs amendment, committing Britain to accepting hundreds of child migrants travelling alone, was passed three months ago this week. So far, just 20 children have come into the country as a result of that promise. Lord Dubs, the Kindertransport veteran who fought for the amendment, has condemned the “shocking” lack of urgency. The government’s promise to make it happen “as soon as possible” sounds meaningless when more than 600 unaccompanied children, some only six or seven years old, are stuck in camps on the outskirts of Calais. They wait – as we report on Wednesday – in the wet, rat-infested and dangerous camp, traumatised by their experiences, with no idea of their future.

It is only a week since a report from a House of Lords committee condemned the feebleness of official efforts to resettle unaccompanied children; the peers described a culture of disbelief, fostered by scarce resources, that led to officials refusing to accept that some refugees were underage in order to avoid their obligations to them. Yet they are desperately vulnerable and in need of protection: Save the Children found that many of the minors it helped in Italy had sexually transmitted diseases. Of the 26,000 who arrived in Europe last year, 10,000 may have disappeared – trafficked into the sex industry or some form of domestic slavery.

In another report, published on Wednesday after a year-long inquiry, MPs on the home affairs select committee renew the attack on Britain’s handling of the refugee crisis across a wider front. They condemn the squalid and unhealthy conditions that prevail in the camps that lie on the borders of two of the richest countries in Europe; they question the way that refugees who have family ties with Britain are dealt with so lethargically, with the UK blaming France and France blaming the UK for the lack of urgency in processing applications for family reunion. They argue for an efficient route for legal immigration including humanitarian visas, and call for the government to allow family reunification visas to be issued in the country of origin so that women and children are not forced into paying smugglers large sums of money before embarking on their dangerous voyages. They warn that on current progress, the target of 20,000 vulnerable Syrians resettled in Britain by 2020 will be missed.

- 4** Read Texts D(i) and D(ii) and then answer the question below.

Discuss in detail ways in which language constructs and challenges social attitudes and beliefs relating to age.

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

Text D(i) is adapted from a radio talk show broadcasted on *National Public Radio*.

INA JAFFE: Hi, Scott, good to be with you.

SCOTT SIMON: So what's wrong with someone being called old?

JAFFE: Well, people associate it with bad stuff - bad health, bad appearance, dependency, disability, irrelevance.

SIMON: Yeah.

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JAFFE: And, Scott, the cliches about aging - the thing is, they just don't relate to the way many people over 65 are living their lives these days. They're working. They're traveling. They're volunteering. They spend a lot of money. According to an AARP¹ study, baby boomers - though they're not all over 65 yet - account for nearly half of all consumer spending. The thing is, since the early 20th century, we've added at least 30 years to the average life expectancy, and the language just hasn't caught up with that.

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SIMON: So is there a term at the moment that might be both accurate and polite?

JAFFE: Well, senior's still in use, though don't say senior citizen because the seniors find it patronizing. And one of the ways I know this is that we put a poll on the NPR² website a couple of years ago asking people to weigh in on the terms for aging that they loved or hated. This gives you an idea of how long I've been struggling with this. Anyway, the bottom line is that nobody liked anything much. Older adults was the winner and it's the term you hear used most frequently. It's considered politically correct, but in a way I don't think it says very much. I mean, older than what? Seniors was tolerable; likewise for elders. Everything else - golden years, silvered tsunami, geriatrics - all of that, forget about it.

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¹: AARP is an American social welfare organisation.

²: NPR refers to National Public Radio, an American media organisation.

Text D(ii) is an online job advertisement advertising for an office administrator to be hired by *Tea House Theatre*.

Dear Millenials,

As a professional company in the arts industry for the best part of twenty years, grafting, scraping, cap in hand to angels and funding bodies and occasionally getting lucky. Surviving on our box office, breaking even and revelling in the success that in the real world that is. It saddens me to be putting this advert up for the third time in as many months. 5

Are you just not taught anything about existing in the real world, where every penny counts? Did no one teach you that the end of your studies is the beginning of your education?

We are still here, after all these years. We run a venue in South Central London, we run as a receiving house, producing house. We have an outdoor events company putting on festivals on the Vauxhall Pleasure Gardens. We have been lucky enough to have been funded on several occasions in the last five years by Arts Council England for our outdoor projects, but the bulk of the funding for the art in and around our venue comes from the venue itself. We raise our own money by running a successful business alongside and intrinsically part of our art. We opened in a recession and are about to embark on a number of major projects. 10 15

One old lady used to run the whole of Mountview Academy with an IBM computer, it shouldn't be this hard. 20

We need a hard worker, who can commit. The absolute dogs in office skills, the ability to run a paper filing system as well as a computerised one, the ability to complete and keep track of a huge to-do list, to make our office work, create and develop business management systems that help the business to grow, giving space for more creative work to go ahead. To see where we are headed and realise that it is in your own hands how far you are able to go with us as we grow. 25

We have not been impressed so far.

Yours sincerely
HG Iggulden & IF Rushton
Directors
Tea House Theatre Ltd

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>	/i:/	b <u>ea</u> t, k <u>ee</u> p
/v/	<u>v</u> ery, <u>v</u> illage, lov <u>e</u>	/ɪ/	b <u>i</u> t, t <u>i</u> p, b <u>u</u> sy
/θ/	<u>th</u> eatre, <u>th</u> ank, ath <u>le</u> te	/e/	b <u>e</u> t, m <u>a</u> ny
/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, bl <u>oo</u> d
/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, b <u>u</u> sh	/ɐ/	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, b <u>eh</u> ind	/ə/	<u>a</u> bout
/p/	<u>p</u> it, t <u>o</u> p, sp <u>i</u> t	/ɜ:/	w <u>o</u> rd, b <u>ir</u> d
/t/	<u>t</u> ip, p <u>o</u> t, st <u>ee</u> p	/ʊ/	b <u>oo</u> k, w <u>oo</u> d, p <u>u</u> t
/k/	<u>k</u> ee <u>p</u> , t <u>i</u> ck, sc <u>a</u> re	/u:/	f <u>oo</u> d, s <u>ou</u> p, r <u>u</u> de
/b/	<u>b</u> ad, r <u>u</u> b		
/d/	b <u>a</u> d, <u>d</u> im	3 Diphthongs of English	
/g/	<u>g</u> un, b <u>i</u> g		
/tʃ/	<u>ch</u> urch, l <u>un</u> ch	/eɪ/	l <u>a</u> te, d <u>a</u> y, gr <u>ea</u> t
/dʒ/	j <u>u</u> dge, g <u>i</u> n, j <u>u</u> ry	/aɪ/	t <u>i</u> me, h <u>i</u> gh, d <u>i</u> e
/m/	<u>m</u> ad, j <u>a</u> m, s <u>m</u> all	/ɔɪ/	b <u>oy</u> , n <u>oi</u> se
/n/	m <u>a</u> n, n <u>o</u> , s <u>n</u> ow	/aʊ/	c <u>ow</u> , h <u>ou</u> se, t <u>ow</u> n
/ŋ/	s <u>i</u> ng <u>er</u> , l <u>o</u> ng	/əʊ/	b <u>oa</u> t, h <u>o</u> me, k <u>no</u> w
/l/	<u>l</u> oud, k <u>i</u> ll, pl <u>a</u> y	/ɪə/	<u>ea</u> r, h <u>er</u> e
/j/	y <u>ou</u> , p <u>u</u> re	/eə/	<u>ai</u> r, c <u>are</u> , ch <u>ai</u> r
/w/	<u>o</u> ne, w <u>h</u> en, s <u>we</u> et	/ʊə/	j <u>u</u> ry, c <u>ure</u>
/r/	<u>r</u> im, br <u>ea</u> d		

Acknowledgements

Text A (i) adapted from *JStor Daily* <https://daily.jstor.org/the-strange-life-of-punctuation/>

Text A (ii) adapted from “*Politeness in computer-mediated discourse of a virtual team*” published in *Journal of Politeness Research Language Behaviour Culture* (March 2010)

Text A (iii) adapted from NY Times ‘Laugh and the world laughs with you, ‘Ha’ not so much’

<https://www.nytimes.com/2017/07/08/style/laughing-online-lol-hahahaha.html>

Text B (i) adapted from Dissertation “Talking Sheng: The role of a hybrid language in the construction of identity and youth culture in Nairobi, Kenya.” by David Arthur Samper,

<http://repository.upenn.edu/dissertations/AAI3043947/>

Text B (ii) is abstract from ‘The range and depth of English-knowing bilinguals in Singapore’ by Anne Pakir. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-971X.1991.tb00149.x/abstract>

Text C (i) adapted from The Guardian,

<https://www.theguardian.com/society/2014/apr/25/having-cancer-not-fight-or-battle>

Text C (ii) adapted from The Guardian, <https://www.theguardian.com/commentisfree/2016/aug/02/the-guardian-view-on-the-refugee-crisis-action-not-words>

Text D (i) adapted from National Public Radio, ‘Times Have Changed; What Should We Call ‘Old People’ ?’

<http://www.npr.org/2016/02/06/465819152/times-have-changed-what-should-we-call-old-people>

Text D (ii) is an online advertising extracted from

<http://www.telegraph.co.uk/education/2017/07/18/theatre-company-fire-patronising-advert-attacking-millennials/>

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