



Raffles Institution
2017 Year 6 Preliminary Examination
General Certificate of Education Advanced Level
Higher 2

English Language and Linguistics Paper 2

9727 /02

14th September 2017

3 hours

Additional Materials:

Writing Paper
IPA Chart

READ THESE INSTRUCTIONS FIRST

- Head each sheet of answer paper with your name, CT group and your ELL Tutor's name.
- Answer each chosen question on separate sheets of paper.
- Tie ALL answers together with the COVER PAGE on the front.
- Write in dark blue or black ink on both sides of the writing paper.
- Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

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

All questions carry equal marks.

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

This question paper consists of **10** printed pages.

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

Discuss in detail issues related to the status of English in the world today.

You should include a range of examples/ideas from Texts A(i), A(ii) and A(iii) 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 Braj B Kachru's book titled *Asian Englishes : Beyond the Canon*

The title 'Asian Englishes' is intended to alter and relocate the focus of our ongoing debate on this linguistic icon. The English language is generally discussed as a language that is *in* Asia, but not *of* Asia. This perception raises challenging questions about the almost permanent immigrant status of a language and the rights of a language to naturalization. I believe that answers to these questions are important, particularly for linguistically and culturally pluralistic Asian societies. And so far as English is concerned, these questions are not less important for societies that have traditionally considered themselves, linguistically or culturally, homogeneous. 5 10

There is no paucity of metaphors that define the constructs of English in Asia and elsewhere. The metaphors 'the world language', 'the language on which the sun never sets', and 'a universal language' are particularly loaded. These are metaphors of 'indivisiveness' and 'partnership'. But the reality is different. 15

Text A(ii) is a comment by David Crystal on the way we label English language speakers.

Distinctions such as those between 'first', 'second' and 'foreign' language status are useful, but we must be careful not to give them a simplistic interpretation. In particular, it is important to avoid interpreting the distinction between 'second' and 'foreign' language use as a difference in fluency or ability. Although we might expect people from a country where English has some sort of official status to be more competent in the language than those where it has none, simply on grounds of greater exposure, it turns out that this is not always so. We should note, for example, the very high levels of fluency demonstrated by a wide range of speakers from the Scandinavian countries and the Netherlands. But we must also beware introducing too sharp a distinction between first-language speakers and the others, especially in a world where children are being born to parents who communicate with each other through a lingua franca learned as a foreign language. In the Emirates a few years ago, for example, I met a couple — a German oil industrialist and a Malaysian — who had courted through their only common language, English, and decided to bring up their child with English as the primary language of the home. So here is a baby learning English as a foreign language as its mother tongue.

Text A(iii) is an extract from *The Politics of English as a World Language : New Horizons in Postcolonial Cultural Studies*.

A forced attempt by the purists of Indian culture and languages at finding Indian equivalents to replace the already internalized English vocabulary seems a ridiculous exercise. It puts an undesirable distance between people's knowledge and understanding. People find most of the newly coined and unearthed Indian vocabulary disruptive of both their thinking process and communicative process. This whole parochial exercise of finding local equivalents produces comical effects even though it yields political benefits for some (if we understand political benefit as narrow personal gain). These politically motivated Indians consider English as a tool of the Indian elite, used to widen the gap between the privileged and the underprivileged. They see the widespread use of English and its popularity as an urban phenomenon, the result of westernization and an unmistakable form of neocolonialism. These facts show that in contemporary Indian society some Indians have internalized English with ease, while others have internalized the history behind the use of English. Some even promote the politics that such a colonial history has left behind.

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

Discuss in detail attitudes towards changes in the English language.

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 extract from *An Introduction to Sociolinguistics* by Janet Holmes

Talk of language change often treats language as an entity independent of its speakers and writers. In reality, it is not so much that language itself changes as that speakers and writers change the way they use language. Speaker innovation is a more accurate description than language change. Speakers innovate, sometimes spontaneously, but more often by imitating speakers from other communities. If their innovations are adopted by others and diffuse through their local community and beyond into other communities, then linguistic change is the result.

5

Text B(ii) is an observation of changes in the English language from the *Oxford History of the English Language*

At a colloquial level, lexical borrowing or more extensive code-mixing, has already been institutionalized through the use of such names as 'Spanglish' and 'Japlish'. Once upon a time, such variations would have been dismissed out-of-hand as 'interference errors' produced by people whose command of the standard language was imperfect. 5
Today, as increasing numbers of highly educated people accommodate to each other in the use of such features, these 'errors' gradually take on the character of regional spoken standards. For example, in Egypt, the universal greeting 'Welcome in Egypt' was once perceived to be an error, displaying the influence of Arabic. 10
Today, it is in universal use, produced by native English speakers living in Egypt as well as by native Arabic speakers. Its status has even been sanctioned by its appearance in some English-language textbooks written for the Egyptian market. This process is no different, of course, from the emergence of *quarter of* instead of *quarter to* in 15
American time-telling, or any other distinctive local use, such as *toward* vs. *towards*, which has achieved status as a regional standard. However, the fact that such a usage has emerged in Egypt, an EFL country, and has moreover crossed the native/non-native divide, is highly significant. It is, I believe, a sign of things to come. 20

The driving force is probably the need for linguistic accommodation. The language of people in rapport with each other readily converges. It is only natural for native speakers of English, living as a (less powerful) minority in a non-native community, and wishing to integrate within that community, to accommodate in the direction of the linguistic norms which they hear around them. And it is only a matter of time before features of this integration—vocabulary, most obviously, but also subtle features of grammar and even pronunciation—begin to be institutionalized, written down by those who listen most carefully: the novelists, poets, dramatists, and short-story writers. 25
30

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) and C(ii), and answer the following question.

Discuss in detail ways in which language is used to construct the identity and values of migrants, and attitudes towards them.

You should include a range of examples/ideas from Text 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 a blog entry on the labelling of domestic helpers.

Consider the following scenario: A 23-year-old woman moves from Manila to Singapore, is employed for three years as a domestic worker, and then returns to the Philippines. To some researchers, she is an “international labor migrant”; to others, she is a “transnational migrant”; for others still, she is a “sojourner”. Our labels change, but has the woman? Or her experiences of moving from Manila to Singapore and back again? The inscription of terms onto her body - whether *international labor migrant*, *transnational migrant*, or *sojourner* - constitutes a political act: an act that is intended to classify her, categorize her, control her. 5 10

Text C(ii) is an extract of an article that appeared in a British newspaper and titled *Divided Europe seeks a long-term answer to a refugee crisis that needs a solution now*.

British holidaymakers heading for Italy's beaches and other popular Mediterranean destinations this weekend, as the summer school break begins, may get more than they bargained for.

Europe's sun-kissed southern shores are more sought-after than ever. But many of this year's visitors belong to new waves of refugees fleeing persecution and poverty in Africa, South Asia and the Middle East. 5

These unfortunates are not on holiday. Many are running for their lives. Nearly 95,000 people, a majority from sub-Saharan countries, have arrived by boat in southern Italy so far this year, up 17% on 2016. About 2,200 have died in the attempt. 10

Text C(iii) is an overview of the migration situation from the website of the United Nations Population Fund.

In 2015, 244 million people, or 3.3 per cent of the world's population, lived outside their country of origin. The majority of migrants cross borders in search of better economic and social opportunities. Others are forced to flee crises – the current mass movement of refugees and displaced persons has given rise to xenophobia and calls for tightening borders. Internal migration within countries is also on the rise. 5

Migration is an important force in development and a high-priority issue for both developing and developed countries. In addition, almost half of all migrants are women, and most are of reproductive age. They have specific needs and human rights concerns. 10

The United Nations Population Fund works to increase understanding of migration issues, advocate for better migration data, and promote the incorporation of migration into national development plans. It also advocates for addressing the special concerns of women and other vulnerable migrants, and works to meet the emergency reproductive health needs of refugees and internally displaced people. 15

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

Discuss in detail ways in which language is used to construct and reinforce ideologies.

You should include a range of examples/ideas from Texts D(i), D(ii) and D(iii) 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 description of an Australian government initiative to promote a healthy lifestyle.

What is a Health Star Rating?

The Health Star Rating is a front-of-pack labelling system that rates the overall nutritional profile of packaged food and assigns it a rating from ½ a star to 5 stars. It provides a quick, easy, standard way to compare similar packaged foods. The more stars, the healthier the choice. 5

Why do we need a Health Star Rating?

As a nation, our waistlines are growing. Today, Australia has one of the highest rates of obesity in the world with 63% of adults and one in four children being overweight or obese (reference: OECD June 2014 and Australian Health Survey 11/12). 10

Most products carry a Nutrition Information Panel which provides important information about the contents of the food. But as shoppers we are busy, so the Health Star Rating provides an easy way to compare similar packaged food and helps you make healthier choices. 15

Choosing foods that are higher in positive nutrients and lower in risk nutrients that are linked to obesity and diet-related chronic diseases; (saturated fat, sodium (salt), sugars and energy), will help contribute to a balanced diet and lead to better health. 20

Text D(ii) is an extract from a recent press release from the Health Promotion Board, Singapore.

HEALTHIER DINING PROGRAMME EXTENDED TO INCLUDE FOOD IN HAWKER CENTRES AND COFFEE SHOPS

According to the National Nutrition Survey 2010, 60% of Singaporeans eat out for lunch and/ or dinner at least four times a week. As an eat-out meal usually contains an average of 700-800 calories, it is easy for Singaporeans to exceed their recommended daily energy intake. Excess calorie intake and poor diet quality are major risk factors for chronic diseases such as diabetes. 5

The Health Promotion Board (HPB) introduced the Healthier Dining Programme in June 2014, to make it easier for Singaporeans to adopt a healthier diet when they eat out. Since the launch of the Healthier Dining Programme, there are now more than 1,600 F&B partner outlets island wide such as restaurants, cafes, food kiosks and caterers, and food courts, on board the programme. As of end of March 2017, the number of healthier meals sold has also increased three-fold from 7.5 million in 2014 to 26 million. 10 15

Text D(iii) is an extract from a hospital website.

At Sungei Bahru Hospital, we believe in helping patients and the public make informed health-related choices.

Our food court offers healthy yet delicious food prepared with less oil, salt and sugar, with more wholesome food options priced lower to encourage healthier eating. We also provide information and facilities that promote good health, including a self-screening health corner where users can check their weight, Body Mass Index (BMI) and blood pressure. 5

SBH regularly conducts activities to educate and empower patients, staff and the community on maintain a healthy lifestyle. 10

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/	be <u>e</u> t, ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, with, e <u>ith</u> er	/æ/	ba <u>t</u>
/s/	<u>s</u> ing, thi <u>nk</u> s, lo <u>ss</u> es	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ʃ/	<u>s</u> ugar, 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/	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ə/	a <u>b</u> out
/p/	<u>p</u> it, to <u>p</u> , sp <u>i</u> t	/ɜ:/	wo <u>r</u> d, bi <u>r</u> d
/t/	<u>t</u> ip, 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/	<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/	<u>b</u> ad, <u>d</u> im	3. Diphthongs of English	
/g/	<u>g</u> un, bi <u>g</u>		
/tʃ/	<u>ch</u> urch, lun <u>ch</u>	/eɪ/	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/dʒ/	<u>j</u> udge, gi <u>n</u> , ju <u>r</u> y	/aɪ/	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/m/	<u>m</u> ad, ja <u>m</u> , sm <u>a</u> ll	/ɔɪ/	bo <u>y</u> , no <u>i</u> se
/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/	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ɪə/	ea <u>r</u> , he <u>r</u> e
/j/	<u>y</u> ou, pu <u>r</u> e	/eə/	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/w/	<u>o</u> ne, <u>w</u> hen, sw <u>ee</u> t	/ʊə/	ju <u>r</u> y, cu <u>r</u> e
/r/	<u>r</u> im, br <u>ea</u> d		