

Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/43

Paper 4 Language Topics

October/November 2020

2 hours 15 minutes



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **two** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- You are reminded of the need for good English and clear presentation in your answers.

INFORMATION

- The total mark for this paper is 50.
- All questions are worth equal marks.

This document has **8** pages. Blank pages are indicated.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a conversation between two friends in their twenties, Lisa and Victoria. They are following a recipe from a book while they cook.

Discuss ways in which the speakers are using language here to communicate and how their language is affected by the context. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Lisa: are these seeds ever going to pop (7) oh (.) theyre getting hot

Victoria: they will as long as the oils hot

Lisa: i know but last time

//

Victoria: last time everything went wrong

Lisa: (10) come on then (.) pop (1) oh they are getting hot now (2) theres one of them (.) pop pop pop 5

Victoria: hang on (.) let them pop a bit more

Lisa: ahh (.) pop pop pop (2) okay (.) chuck them in then [*points to the curry leaves*] (.) ahh (.) QUICK [*laughs*] (2) just throw everything in [*Victoria puts several other ingredients in the pan*] (10) thats fast paced that bit isnt it 10

//

Victoria: [*laughs*]

Lisa: right then what ↗

Victoria: oh (.) the coconut

Lisa: do we do that now ↗

Victoria: well thats what im saying 15

Lisa: did it say throw everything in at once ↗

Victoria: well no

Lisa: oh

Victoria: well youre supposed to do the mustard seeds and the curry leaves at the same time 20

Lisa: yeah (1) and then leave it how long ↗

Victoria: until theyre (1) popping

Lisa: well lets leave it a bit until we put the next ingredients in

- Victoria:** no (.) cause [*picks up recipe book to check the recipe*] (8) okay once (.) you do the curry leaves and mustard seeds first (.) and then wait for them to pop and then add the onion 25
- //
- Lisa:** okay
- Victoria:** and then when the onions caramelising add the garlic chilli and coconut
- Lisa:** oh well (.) why didnt we do that ↗ (.) well anyway we'll just have to wait
- //
- Victoria:** because you can cook chilli and 30
- //
- Lisa:** lets just wait (.) lets just wait for the onion to caramelise then
- Victoria:** okay
- Lisa:** and then we'll add in the rest
- //
- Victoria:** and then the coconut and cook that a bit and then the 35
- //
- Lisa:** okay

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

[UPPER CASE] = words spoken with increased volume

2 English as a global language

The passage below is from a 2015 article which was published on a website called *The Conversation*.

Discuss what you feel are the most important issues raised here relating to the changing use of English as a global language. You should refer to specific details from the passage as well as to ideas and examples from your wider study.

What will the English language be like in 100 years?

In the use of English around the globe, especially in countries where it functions as a second language, new 'interlanguages' are emerging, in which features of English are mingled with those of other native tongues and their pronunciations. Meanwhile, the development of automatic translation software, such as Google Translate, will come to replace English as the preferred means of communication employed in the boardrooms of international corporations and government agencies.

5

So the future for English is one of multiple Englishes.

What is being lost?

In the 20th century, it was feared that English dialects were dying out with their speakers. But while numerous dialect words were collected in studies for 'young person in cheap trendy clothes and jewellery', the word *chav* was found throughout England, demonstrating how features of the Estuary English spoken in the Greater London area are displacing local dialects, especially among younger generations. Today we are witnessing a process of de-standardisation, and the emergence of competing norms of usage.

10

15

In the online world, attitudes to consistency and correctness are considerably more relaxed: variant spellings are accepted and punctuation marks omitted, or repurposed to convey a range of attitudes. Research has shown that in electronic discourse exclamation marks can carry a range of exclamatory functions, including apologising, challenging, thanking, agreeing, and showing solidarity. Capital letters are used to show anger, misspellings convey humour and establish group identity, and smiley faces or emoticons express a range of reactions.

20

Getting shorter

Some have questioned whether the increasing development and adoption of emoji pictograms, which allow speakers to communicate without the need for language, mean that we will cease to communicate in English at all. ;-)

25

The fast-changing world of social media is also responsible for the coining and spreading of neologisms, or 'new words'. Recent updates to Oxford Dictionaries give a flavour: *mansplaining*, *awesomesauce*, *rly*, *bants*, *TL;DR* (too long; didn't read). Clipped forms, acronyms, blends and abbreviations have long been productive methods of word formation in English (think of *bus*, *smog* and *scuba*) but the huge increase in such coinages means that they will be far more prominent in the English of 2115.

30

Whether you 🙄 or h8 such words, think they are *NBD* or *meh*, they are undoubtedly here to stay.

35

3 Language acquisition by children and teenagers

The following text is a transcription of part of a conversation between Alice, aged 3 years 9 months, and her father.

Discuss ways in which Alice and her father are using language here. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

Father: you tell me about your swimming

Alice: i (.) swam a long way

Father: did you ↗

Alice: (2) a long (.) a long way at the (1) swimming pool (1) long way

Father: did you ↗

5

Alice: yes (2) far far far far (.) far away (1) and we had a race

Father: did you ↗

Alice: yes

Father: who with ↗

Alice: mummy

10

Father: can't you swim better than mummy ↗

Alice: i can swim better (.) but she [*picks up her doll*] she can't swim better than me (.) and she can't (.) she can't go in the water

Father: can you ↗ (1) can you swim underwater ↗

Alice: ish can (1) live underwater

15

Father: your doll ↗ your baby ↗

Alice: no (.) fish (.) fish can

Father: oh fish

Alice: fish can (.) fish can (.) swim underwater too (.) like me (1) cause they can live in the water [*pretends her doll is talking*] BOO (.) BOO (.) BOO (.) BOO [*laughs*] daddy (.) she (.) she will stop it if she wants (.) if she (.) if you will let her sit with you

20

Father: will she ↗

Alice: yes (5) she can sit down by herself (.) watch (5) like (1) THAT

Father: oh i see

25

Alice: but you can cuddle her [*starts talking to her father as if she were her doll*] do you go to school like beth and emma¹ ↗ [*laughs*] she says do you go to school like beth and emma ↗

Father: oh shes talking to me is she ↗

Alice: yes 30

Father: oh (.) oh no i dont dolly

Alice: [*talking to her doll*] he goes to work (1) [*talking to her father*] dont you (4) [*talking to her doll*] you have to remember he goes to work (1) and beth and emma go to (1) school

Father: where do you go ↗ 35

Alice: to (1) playgroup

Father: where did you go this morning though ↗

Alice: to nursery school (2) [*talking to her doll*] alice (.) alice goes to (2) to the playgroup and she goes to nursery school (.) and look at my long hair

Notes:

¹ *beth, emma*: Alice's older sisters

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.