



Raffles Institution
2024 Year 6 Preliminary Examinations
General Certificate of Education Advanced Level
Higher 2

English Language and Linguistics Paper 2
9508/2

28 August 2024

3 hours

Additional Materials:

Answer Booklet
IPA Chart (attached)

READ THESE INSTRUCTIONS FIRST

- Write your full name, CT class, subject code (9508/2), and the subject tutor's name on the answer booklet.
- Use the back pages of the booklet for your planning.
- 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, including this page.

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.

Discuss in detail some of the concerns with the state of English today.

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 an extract of an article published by The Guardian online on the impact of English on other languages.

Of course, English in particular, supercharged by business, pop culture and the internet after centuries of colonial expansion, is the real empire of our time – far more fluid and influential than any political entity. Many English speakers go their entire lives without encountering anything significant they can't do or get in their language. Whatever the power dynamics of any given conversation, English is pure linguistic privilege, the reserve currency of communication. The push to learn it is an event of planetary significance, swelling a linguistic community of going on half a billion native English speakers worldwide, plus another 1 or 2 billion who know it as a second language. These numbers are growing every day. **5**
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Many people think the world, or at least their corner of it, is growing ever more diverse, but monolinguals are increasingly in charge. The monolingual mindset, bone-deep in almost every anglophone American, blocks any real urgency about other languages. A multilingual childhood, only now widely recognised as an inestimable cognitive advantage, can add a whole dimension to someone's understanding of the world, with a sense of linguistic and cultural perspective. But to do it right, especially for monolingual parents, can require serious effort and resources. **15**

Text A(ii) are some comments posted in response to the BBC article 'Is txt ruining the English language?'.

Languages are invented for people to communicate. It is always better when a language is convenient to use, and is effective in delivering one's thought. Another key factor is that costs involved in communication cannot be too high. It is inevitable for us to "speak" in this way via a machine, to save time... We'd better invent better machines which can translate abbreviated words that we key in back to real words to the recipient. 5

Steve, Hong Kong

Surely as time is going on our language is getting shorter and shorter thanks to technology. Eventually we won't need to write anything down and we will just speak into microphones and it will be written/stored for us. We are all just gonna end up speaking a slang form of our language. 10

John Jackson, UK

We should ban shorthand for secretaries and journalists as well as text messaging for school children. That would stop everyone intruding on the English language. After all there are no slang words, foreign words or dialects used in this country at all at the moment. 15

Richard Stokoe, London

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

Discuss in detail how attitudes towards Singapore Colloquial English have changed over the years.

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 part of Channel News Asia’s coverage on the role of Singlish in Singapore.

Back in 1974, the authorities banned Dick Lee’s classic tune, Fried Rice Paradise, by reason of “improper use of English”.

“Those were the actual words they gave me,” the singer-songwriter said in CNA’s two-parter, *Singlish: Why We Talk Like That?* “It seemed like I committed a crime or something.” 5

Today, with Singlish used in anything from Phua Chu Kang’s COVID-19 vaccine rap to Word-leh! — the local version of the viral word game Wordle — it may be hard to imagine that it was once considered a threat to Singapore.

A study being conducted at the National University of Singapore (NUS) has even found that the Singlish vocabulary is as integral as that of English to the way Singaporeans make sense of the world. 10

“They form important concepts for Singaporeans. They coexist with other languages that Singaporeans may know,” said NUS assistant professor of psychology Cynthia Siew, who is doing the research.

Text B(ii) is an extract of an online article published by TODAY.

Some academics and linguists criticise the official concern over, and dogmatic reaction against, Singlish as linguistically naive. They assert that any campaign against Singlish only sets back efforts to cultivate linguistic confidence and, ultimately, national pride in the local variety of English.

The recent inclusion of 19 Singlish words and phrases into the Oxford English Dictionary (OED) in its March 2016 update was argued as evidence that the government's ostracisation of Singlish was untenable. 5

Although we need not be apologetic about Singlish, it would be hasty and foolhardy to regard Singlish words such as "blur", "sotong", "sabo" and the derogatory "Chinese helicopter" as having acquired international currency. 10

The inclusion of Singlish words and phrases in the OED does not automatically legitimise the usage of those words as part of Standard English. As OED's world English editor, Dr Danica Salazar, said of the latest inclusion of Singlish words: "The word gets into the OED because people use it. We wouldn't have put in the word 'ang moh' if we didn't find evidence of people using the word." 15

Even if Singlish is a uniquely Singaporean identity marker, an expression of our multicultural identity, the reality is that Singlish will never become Standard English known, understood and used globally.

It may be of interest when linguists seek to study "exotic" variants of the English language or the evolution of "oddities" in the language. 20

While debate continues as to whether Singlish is the cause of poor English, Singlish is developing into an authentic patois that Singaporeans can identify with and use in appropriate settings.

Contrary to popular belief, the effort to uplift proficiency of English does not smack of linguistic snobbery. The language is too vital to our individual and collective economic relevance and competitiveness to be downgraded in importance. 25

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

Discuss in detail ways in which language can be used to construct identity in a social setting.

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

Text C(i) is a short extract from the book Language, Culture and Identity by Philip Riley.

.... philosophers discuss 'identity' as a quality which entities 'have' without reference to other entities, since it is intrinsic. To put it simplistically, a stone does not need another stone to tell it what it is. Socially speaking though, 'identity' is a quality which is ascribed or attributed to an individual human being by other human beings. We *do* need other people to tell us who we 5 are, and, as we shall shortly see, they do so all the time: waiters and doctors, siblings and bus conductors, colleague and friends all constantly bombard us with instructions concerning the positions and roles we occupy or they wish us to occupy, what groups we are and are not members of. And, as we shall see, we ourselves jockey for position, sending out a stream of identity claims. 10

Text C(ii) are 2 posts from an online seniors' forum on the topic of power outages.

Posted by GP44

A storm knocked the power out in town last week and it lasted for 8-10 hours.

Wife and I were in our shelter in the basement when we lost power because the tornado warning sirens blew about 9:00 PM.

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I have the router and modem plugged into a UPS* so we had a half hour of extended WiFi to be able to watch the radar on our phones and the weather outside on the security cameras. By watching the cameras we can see how bad the storm is without leaving the basement.

Wouldn't hurt to have some solar powered lights outside so we could see things better though. After the storm let up I went out to start the generator and the battery was too low to crank it. Didn't make any difference that I had a charger on the battery while on standby. The battery switch had been left in an on position so that I could start the generator with the remote control.

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I bought a REAL battery to replace the tiny generator battery and am using a battery tender to keep it charged. Set it up so that I can connect or disconnect the battery in seconds with alligator clips.

No more working on the generator for an hour to get it started. Ordered a 24 pack of D batteries for the lanterns and 02Cool fans. That battery powered fan in the window was what made sleep possible after the storm because the house was still hot from before the storm but the air was cool outside after the front went through.

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Posted by Don M.

When we moved to a rural forest, 20+ years ago, one of the first things I bought was a generator....6500 watts. It's big enough to give us the basics....lighting, refrigerator, etc. Luckily, we've only had one long power outage....about 18 hours....hopefully, we will continue to be lucky.

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*Uninterrupted Power Supply

4 Read Texts D(i), D(ii) and D(iii), and then answer the question below.

Discuss in detail how individuals and organisations use language to reflect knowledge and power.

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

Text D(i) is an extract from Language and Power by Andrea Mayr.

Although power is pervasive in social systems and their institutions, its conceptualization has remained a matter of disagreement. Scott (2001) makes a useful distinction between what he terms the 'mainstream' and 'second-stream' traditions of power research. The mainstream tradition has tended to focus on the corrective forms of the power of the state and its institutions, whereas the second-stream has been mainly concerned with the significance of its persuasive influence. 5

A central figure in the development of this second-stream is Gramsci (1971), whose concept of *hegemony* highlights the mechanisms through which dominant groups in society succeed in persuading subordinate groups to accept their own moral, political and cultural values and their institutions through ideological means. The more commonsensical the discourses and practices appear, the greater is the capacity for dominant groups to rule by 'consent'. 10

Text D(ii) is an analysis of the language used by Dr. Andrew Huberman on his widely popular podcast 'Huberman Lab'.

He approaches topics that might end up drawing scrutiny with a great deal of caution. For example, Huberman never *tells* his audience to avoid the flu vaccine. All he's saying is that he doesn't take it himself. And yet, the subtext is there. "Now, personally, I don't typically get the flu shot. And the reason for that is that I don't tend to go into environments where I am particularly susceptible to getting the flu," Huberman said in an episode earlier this year on avoiding and treating the cold and flu. 5

He went on: "When you take the flu shot, you're really hedging a bet. You're hedging a bet against the fact that you will be or not be exposed to that particular strain of flu virus that's most abundant that season, or strains of flu virus that are most abundant that season, and that the flu shot that you're taking is directed at those particular strains." Make the choice that's right for you, Huberman says. 10

Text D(iii) is a brief introduction to a podcast episode on the ‘Huberman Lab’.

In this episode, I discuss neuroscience and psychology studies that address the basis of willpower and tenacity, how they differ from motivation and how we can all increase our levels of willpower and tenacity. I discuss whether willpower is a limited resource, the controversial “ego depletion” theory of willpower and the role that beliefs play in determining our tenacity and willpower. Then I discuss the neural basis of willpower in the brain and body and how tenacity and willpower relate to sleep, stress, focus and possibly to lifespan. Then, I provide a series of science-supported tools and protocols to increase your level of tenacity and willpower.

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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, a <u>th</u> lete	/e/	be <u>t</u> , ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, w <u>ith</u> , 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, a <u>u</u> nt
/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:/	w <u>o</u> rd, b <u>i</u> rd
/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/	ba <u>d</u> , <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, <u>g</u> in, 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, h <u>o</u> me, kn <u>o</u> w
/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		