

ENGLISH LANGUAGE AND LINGUISTICS

Higher 2 (2017)

(Syllabus 9727)

CONTENTS

	<i>Page</i>
AIMS	2
ASSESSMENT OBJECTIVES	2
ASSESSMENT OBJECTIVES WEIGHTING	2
ASSESSMENT STRUCTURE AND OUTLINE OF COMPONENTS	3
Paper 1	3
Paper 2	5



AIMS

The aims of this syllabus are:

- to develop and apply understanding of the concepts and methods appropriate for the analysis and study of the English language
- to develop an understanding of language issues and debates, and respond critically to them
- to develop skills as producers and interpreters of meaning.

ASSESSMENT OBJECTIVES

Candidates will be assessed on their ability to:

- AO1:** demonstrate understanding of linguistic concepts, methods and approaches, and apply this understanding to the construction and analysis of meanings in different modes of communication (spoken, written and multimodal)
- AO2:** analyse and evaluate the influence of contextual and cultural factors in the production and reception of the English language
- AO3:** demonstrate expertise in the use of English which is informed by linguistic study and using appropriate terminology.

ASSESSMENT OBJECTIVES WEIGHTING

	AO1	AO2	AO3
Paper 1 <i>Section A</i>	15%	5%	5%
<i>Section B</i>	10%	5%	10%
Paper 2 (Sections A and B combined)	20%	25%	5%

Weighting within the H2 Syllabus overall	45%	35%	20%
--	-----	-----	-----

ASSESSMENT STRUCTURE AND OUTLINE OF COMPONENTS

All candidates sit two written components: Paper 1 and Paper 2.

The papers are equally weighted in the assessment overall.

The duration of each paper is 3 hours.

PAPER 1

Title of Paper: Analysing Language Use

Assessment Method: Written component

Overall weighting: 50%

Duration: 3 hours

Assessment Objectives targeted: AO1, AO2, AO3

Structure

The paper is divided into two sections.

The sections are equally weighted.

Questions are text/data based, with the material printed in the question paper.

The material will feature different text types. Written/spoken and multi-modal material will be represented in the paper, but is not assigned to a particular section.

Material will be drawn from areas such as the following: transcriptions of everyday conversations, speeches, and radio interviews; music lyrics; podcasts; tabloid and broadsheet journalism; advertisements; magazines; leaflets; non-fiction books; blogs; diaries; letters; emails; sms/text messaging; articles; biographies; writing for children; press releases and publicity materials; reviews; films; cartoons; computer games; websites.

Texts might incorporate non-standard usage (idiolect, dialect and sociolect).

Transcriptions of speech might include young and adult speech, occupational speech, and speech from different social groups. Scripted speech (i.e. dialogue from drama or similar literary-type texts) will not be used.

Section A: Analysis

One compulsory task based on two linked texts printed on the question paper.

The task will require systematic analysis of the various linguistic constituents of both texts, and consideration of relevant contextual factors.

Relevant approaches include lexical and grammatical (word, sentence and whole text levels) and syntactic (the way syntax collocates and binds sentences together to produce stylistic elements). A systematic application of grammatical terminology will be expected. This should include the understanding of lexical and grammatical word classes: types of nouns, adjectives, adverbs; verb classes to include modals, pronoun classes, conjunctions, determiners and basic morphemes.

Candidates will need to be familiar with transcription conventions, basic phonetic notations and the understanding that spoken discourse has entirely different patterns of grammatical cohesion to written language.

Section B: Adaptive writing and commentary

One compulsory task, based on material printed on the question paper. (The material will be different to that used in Section A.)

The task will be structured in two parts, requiring candidates to:

- (a) adapt given material for another written medium using apposite and coherent written expression.

An audience, purpose and format for the adaptation will be specified.

The required format will be from the following: an information brochure/pamphlet, an article for a magazine/newsletter, publicity in the form of email/blog/ advertisement, press release.

Appropriateness in both register and levels of formality will be expected.

A suggested word-length range will be supplied.

Issues to do with layout/graphical/typographical/graphological features will not constitute part of the assessment.

- (b) write an evaluation of their adaptation, discussing and exploring the range of linguistic constituents upon which they have drawn (e.g. grammar, lexis, morphology, phonology, syntax where appropriate).

PAPER 2

Title of Paper: Investigating Language Use in Society

Assessment Method: Written component

Overall weighting: 50%

Duration: 3 hours

Assessment Objectives targeted: AO1, AO2, AO3

Structure: The paper is divided into Section A and Section B.

Candidates must answer three questions in total; at least one question from each section.

In both Section A and Section B, candidates should be able to offer detailed appraisal of stylistic features in the English language and to show evidence of appreciation of wider geographical/historical/social perspectives (as appropriate) in their answers. Answers will need to balance the use of a wide range of linguistic terminology with a concise appraisal of the importance of context and mode of production where relevant.

All questions carry equal marks.

Section A: Language Variation and Change

There will be two tasks in this section, of which candidates must attempt at least one.

Each task will be linked to material printed on the question paper. (The material may contain graphical/statistical/tabulated data, as well as conventional prose.) Each task will require response to an essay question in the area of English language variation and change.

Candidates will be required to include examples from the material and to make reference to features of lexis, grammar, syntax, and discourse as appropriate.

Relevant areas of concern in this section are:

- reasons for language variation and change
- language change over the past 100 years in spelling, grammar, lexis, meaning, etymology, pronunciation, conventions and style
- terms and concepts related to language variation
- regional/social/stylistic variation and change in the English language and how new varieties of English reflect the society they are situated in
- attitudes to different varieties of the English language
- the role of standard English, in particular the place of Singapore Standard English and Singlish¹ in Singapore
- English as a world language
- the impact of new communications technology on the use of the English language.

¹ Also referred to as Singapore Colloquial English (SCE) or Colloquial Singapore English (CSE).

Section B: Language, Culture and Identity

There will be two tasks in this section, of which candidates must attempt at least one.

Each task will be linked to material printed on the question paper. (The material may contain graphical/statistical/tabulated data, as well as conventional prose.) Each task will require response to an essay question in the area of English language, culture and identity.

Candidates will be required to include examples from the material and to make reference to features of lexis, grammar, syntax, and discourse as appropriate.

Relevant areas of concern in this section are:

- the influence of culture on language in general
- how language shapes our perspectives in the discourse of different institutions (e.g. the media, government, academia, business)
- how language is used to produce, reproduce or challenge social values and attitudes
- how texts (through lexis, grammar, semantics and discourse structure) produce representations of identity such as gender, age, social class, ethnicity, nationality, and occupation
- why and how some groups seek to differentiate themselves through language.