Q1

Script 1

Item: WEN04_01_Q01
(Response: 1 of 1)

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General understanding

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☐ **Question 3** ☐ **Question 4** ☐

General overview of Jamaican English

Jamaica is an island in the carribbean where various languages are spoken (which are usually two), Jamaican patois also known as Jamaican creole/patwa/patwah by linguistics, and Jamaican standard english. Jamaican language stands out because of its ~~pronoun~~ pronunciation, grammar, spellings, slang and register, especially Jamaican patois. Jamaican patois (creole) was influenced by weft African ~~syst~~ morphosyntax, and lexis, as well as ~~the~~ english spoken ~~by~~ from the British isles: Hiberno english, spanish english and others. This language developed in the 17th century between 1655 and onwards as this was the time when slaves were brought to the island from west Africa.

More appropriate for Pt B

The woman in text A is from Kingston Jamaica, and through her speech we can see the features of Jamaican english because of her dialects.

3

Turn over ▶

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listing

The woman is influenced by Jamaican english as her words change to become mostly diphthongs, monothongs, vowels and consonants. ~~The~~ Her speech contains diphthongs and monothongs in the long vowels which affects the RP of tense vowels.

The woman is text A has a Jamaican accent influenced by the language patois (creole), and we can tell this from the way the word Jamaica is pronounced. the 'j' is changed into the consonant 'd' and ~~the~~ another consonat /'ʒ'/ is added to the word, the vowel /'a'/ is replaced with a long vowel /'i'/ giving the word an 'ee' sound instead of the 'ai' sound. In Jamaican english the unstressed vowel ~~a~~ /'a'/ is usually replaced by the /'ae'/ vowel, which has also been done to the word Jamaica making /dʒəˈmiɛkae/ with a short length mark making an unstressed syllable.

identifies features

Another word that shows Jamaican influence and features in ~~the~~ the woman speaking, is the ommission of 'th' in words like 'the', 'those', 'there', making ~~these~~ words like the into /də/, & ~~they into~~

Why? lacks explanation or justification

there into /deər/ giving the ~~so~~ syllable two short vowels making it ~~[illegible]~~ have a /ea/ sound. The other word is those which become /dəʊz/, with a ~~dipth~~ change of the long vowel /o/ which would give /oo/ sound, to the diphthong /əʊ/ which gives an /oa/ sound, ending with the consonant /z/ giving ~~the~~ a buzz like sound in the end. These example are all influenced by Jamaican ~~o~~ english (patois) orthography, that changes standardized english into more or less a ~~bo~~ mesolect form (ussually low mesolect).

The speaker in ~~tes~~ text A is a woman in her teenage years, an according to the text, her use of the word "um" to show a pause or a point of thought, shows the influence of American dialect on the Jamaican language. Because she is a teenager, she has had exposure of American dialect ~~at~~ from movies, music, televised drama and comedy where the word "um" is often used as a show of thought. The speaker in text A is a creole dominant speaker which means she is able to speak (partly) Standard Jamaican english, as most of the english

does it?

in text A is not in patois pronunciation. The speaker of text A is speaking both patois and Jamaican english (loosely) because the consonant /ʒ/ exists only in Jamaican standard english and not in Jamaican patois.

The wooman in text A shows how rural and urban areas in Jamaica affects accents therefore affects the Jamaican dialect. "rural areas ~~for mostly~~ the accent differs ~~deeper~~ example in St Elizabeth, the have a deeper accent ~~have~~ for /dɑʊz/ ~~that~~ who live in Clarendon..."

"persons living in the town area the urban area(.) which sometimes they try to talk the english but they mix it up..."

This shows the influence British english has on Jamaican english. In urban areas people living there are known to belong in the upper class or middle upper class and they have nativized the Jamaican standard english to be the official language while in the rural areas, most people are of the low class therefore are known to speak low basilect form of patois (patwa), while people (upper class) have

Paraphrase of transcript

General assumptions

a acrolet dialect form of this english. people living in ~~this~~ the urban areas who ~~cannot~~ do not ~~no~~ know how to speak proper standard english mix up Jamaican standard english and Jamaican patois form a mesolect form of english which is a language formed in between these two languages.

Another feature of the Jamaican dialect is the use of repetition of words, such as the speaker repeats "speaks different Jamaicans speaks..." "mostly in the for mostly..." this shows the lack of proper grammar or unconventional use of grammar to ~~make~~ create a sentence. The Jamaican language (patois & mostly), has created an aboriginal language that people who are not familiar with the language might not know what is being said. Such as 'mi ne naa guo don de' ~~because~~ which will not make sense to an outsider but a patois will understand. This aboriginal language is what has made the Jamaican language to be very unique. The Jamaican english dialect is ~~also~~ very unique as it contains aspects of Irish intonations. During 1651 to 1660, Irish people were

Uses terminology shows clear understanding?

captured as ~~te~~ slaves together with the west Africans, and ended up forming a unique dialect. Jamain english can be described as both Jamaican patois and Jamaican standard english as there is a clear cut dichotomy that there ~~is no~~ ~~acts~~ isn't an actual language spoken by the Jamaican.

In conclusion, the woman in text A presents ~~features~~ of Jamaican english both in dialect and pronunciation, vowels, diphthongs and consonants, ~~and~~ with a hint of Irish and American influence on the dialect and on the grammer. It also shows the original features of creole language and ~~are~~ a mixture of mordern english.

Level 2 — (8 marks) * lifts a lot from extract

- general response - lapses throughout
- uses contextual factors.
- Does not follow long framework

8

1:30

Q2

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

14SecA

Chosen question number: **Question 1** ☐ **Question 2** ☒

Question 3 ☐ **Question 4** ☐

The question requires an analysis as to whether the text B1, B2, B3 demonstrate features of nursery rhymes. Nursery rhymes contain many different features which are soley unique to them and can be identified below.

Firstly, it can be identified that in text B1 there is repetition. "Hickory dickory dock" is repeated throughout the nursery rhyme. Repetition plays a crucial role in the learning and comprehensive aspect of child language development as it helps with the memory of the words. Repetition also allows the child to correctly pronounce certain syllables and consonants that they may have not mastered on the first attempt. In essence repetition allows for the child to correctly and accurately identify and learn the english language. Repetition is a fundamental feature of nursery rhymes as it reflects their educational purpose.

Furthermore, onomatopeia is often used in nursery rhymes. For instance, in text B2, "stomp, clap and hooray" are examples used. This

feature of nursery rhymes aids in child language development as children can associate certain words with a sound or movement. This feature further enhances children's phonological development and pronunciation giving the words or phrases volume, tone or pitch even. This can be further linked to the interactionist element of nursery rhymes. The sing along effect of the nursery rhyme "if you're happy and you know it" encourages communication and interaction between the child and the care giver, which is one of the most evident features of nursery rhymes. By the child co-operating and joining in with the ques of "clap, clap" and "stomp, stomp" in essence a coversation has developed.

In continuation, a feature of nursery rhymes is the semantic field. Nursery rhymes usually appear to contain simple, realistic and every-day life concepts, such as animals, the weather or jobs. In text B3, the semantic field of animals is evident. In the nursery rhyme "Old MacDonald had a farm" a number of different animals are presented (cows, mouses, chickens) which help make the children aware of useful, everyday like concepts which will

be valuable in their future life.

A feature often visible in nursery rhymes is the discourse. Many nursery rhymes usually follows a structure of events that follow in chronological order. This is evident in text B1, "Hickory dickory dock" as the child will follow the mouse through a sequence of events: "the mouse ran up the clock"... he ran and the door" as the story will more than likely come to an end in some way. This helps children become aware of time and realise that certain situations have an order in which they occur. The storyline evident in the nursery rhyme "hickory dickory dock" is a common feature in nursery rhymes.

The rising and falling intonation is a common feature of nursery rhymes. In text B1, the intonation is evident; "the mouse ran up the clock, the mouse ran down". The rising in intonation "up" alerts the child as this could mean a change of drastic events or a indication of excitement or joy allowing the child to make relevant connotations according to the situation. A fall in intonation such as "down" indicates something is coming to an end or something negative will take place.

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exposing the child to potential elements of danger greatly useful in the nature. This can also be linked to the common feature of antonyms, such as "up and down". This allows children to become aware of the concept of opposition, which is a key feature in nursery rhymes.

In text B1, "hickory dickory dock" and text B2 "if you're happy and you know it" there are paralinguistic features which appear which are very commonly found in nursery rhymes. The hand gestures such as "the mouse ran up the clock" allows to children to use their fingers and do a movement which connotates to a mouse or in text B2 "stomp, stomp" the children are using their feet helping their motor development. Vygotsky believe that social interaction and communication was crucial in child language development. Therefore, paralinguistic features in ~~nursery~~ nursery rhymes greatly aid in child language development. Paralinguistic features can also be linked to Skinner's theory of behaviourism in that children acquire language like behaviour. The care-givers hand gestures will be immitated by the children and thus help in their child language development.

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Perhaps one of the most common features of nursery rhymes includes rhythm and rhyme. "Hickory dickory dock, the mouse ran up the clock" highlights the rhythm and rhyme present in nursery rhymes. The feature of rhythm and rhyme allows the child to successfully remember what is being said; it allows for multiple recollections of the words or phrases making it more memorable in the childrens mind.

Lastly, nursery rhymes often have very simple syntax, grammar and monosyllabic words, such as "cow, farm as seen in "Old McDonald" which is a common feature of nursery rhymes as it helps children learn language quickly and effectively. Also, pronouns such as "we, you, they" exposes the children to their peers creating social awareness revealing a collectivist approach.

To conclude, the texts greatly demonstrated features of nursery rhymes. features of nursery rhymes are clear and apparent and were successfully incorporated into the texts.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 5** ☐ **Question 6** ☐ **Question 7** ☒ **Question 8** ☐

Political leaders have to make use of language in a way that ensures listeners are on their side. ie they have to persuade the listeners. Often times, this means that a politician may resort to lies or partial truths in order to manipulate the audience and ensure their support.

This usually starts with syntax. Politicians use the pronoun "we" to make it seem that we are all in this together. It makes the listener feel valued. A famous example is Churchill's "We Shall never surrender" speech during the world war in 1940.

Politicians also make use of standard English. This makes them seem more knowledgeable and wise and reduces the chances of an opposition. This also means that they don't use colloquialisms in their speech. However, a politician can change his/her accent and dialect depending on the group they are talking to. For example, colloquialisms would be used in a speech addressed

to a younger group. A politician could say "Hey guys" rather than "Good morning ladies and gentlemen." This is downward convergence as researched by Giles. The politician is trying to show that they are the same as the group.

To sound further intellectual, politicians use lexical jargon eg backbenchers, grown-in-office etc. Historically, people who use more refined language are considered superior; which is exactly what politicians want. This can be seen in text c when Ban Ki-moon refers to the UN soldiers as "blue helmets."

Politicians are fond of flouting Gricean Maxims in order to hide information and maintain the audience's vote. The Maxim of relevance requires the speaker to say everything that is relevant to the topic. In text c, Ban Ki-moon says "We are coping with asymmetrical and unconventional threats." This is vague and doesn't offer information on the threats. The information may be hidden in order to manipulate the audience into thinking everything is okay.

Another popular example is Churchill's World War speech, "We shall never surrender". The speech talks about fighting on the beaches and streets and fields. The speech gives hope to the British people, but they don't realise that Churchill did not really expand on the situation in Germany.

Furthermore, there is ~~repit~~ repetition ~~on~~ of "We shall not surrender". This adds musicality and ensures the audience is listening. Also, the use of semantics in ~~s~~ mentioning "beaches", "streets" and "fields" refers to their home and makes the listeners feel protective over their country as well as hopeful.

The speech also begins with short sentences and slowly builds into complex and compound sentences building into a crescendo that has a stronger effect on the audience and fills them with hope when there really wasn't any in the beginning.

Politicians use spin which is a propaganda ploy. They use words such as "friendly fire" to divert the audience that a mistake was committed. The

alliteration also works as a distraction when Nehru was addressing India after the assassination of Gandhi, he started off with "friends and comrades". The familial terms invoke sympathy and belonging and divert the attention from the situation. This is also manipulation.

However, there are times when politicians do not need to manipulate their audience. When Martin Luther King was addressing the American public on racism, the audience was already against the issue and was ready to take action. "I have a dream that my children will be judged not by the colour of their skin, but by the content of their character." To an already emotional crowd, this statement would completely win them over.

In Barack Obama's 2008 inaugural speech, he says "this victory truly belongs to you." when talking to the American public. This is not exactly manipulation as it was the public that voted for the president. He makes use of positive face to make his audience feel good.

Another maxim usually flouted is the Maxim of quantity. Politicians may say a lot more than is required thus successfully diverting the mind from the initial topic which may not have been pleasant. Or they may not say enough thus leaving the audience half-way informed.

When politicians undergo divergence, they are not exactly looking to manipulate. A typical scenario would be when two politicians are engaged in debate and their regional accents may unconsciously come through thus showing how different they are. It can also highlight the animosity between them.

Sometimes a politician may not rely on spoken rhetoric alone to manipulate their audience. Their facial expressions and verbal tone have a huge part to play. A politician who smiles and shows compassion is likely to be supported over a politician who is always grumpy. A politician who employs prosodic suprasegmental features such as stress and tone in a right way will have many supporters. In Barack Obama's 2008 inaugural speech, he says "Yes we can!" in a very loud voice with stress on each word. This elicits

support from the crowd and injects vigour in the audience.

In conclusion, politicians are called "persuaders by profession": Oftentimes them not, their spoken rhetoric would be used for manipulation. ~~The use of~~ This can be seen in ~~Julius Caesar's~~ Shakespeare's Julius Caesar with ~~when~~ Brutus' appeal to action and Mark Antony's appeal to emotion when facing the crowd after ~~+~~ Caesar's assassination.

~~When addressing America~~

Language is a dangerous weapon in the hands of a ~~skilf~~ skilful orator with an ulterior motive. Used correctly, language can make the audience bend to the politician's every will. It creates a paradox. The politicians give people the power to tell them what to do and what not to do. And the whole time, the people are free to choose who they vote for not realising they have already been manipulated in a certain politician's favour.

Level 4 Marks

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Q8

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 5** ☐ **Question 6** ☐ **Question 7** ☐ **Question 8** ☒

[redacted] SecB 24

'Speakers communicate differently via online instant messaging compared to face-to-face conversations' this statement effectively summarizes the dilemma of communication in the current Digital Age. To understand the implications of this fact, we must first consider the effects that standard communication has on an individual and for a community or society as a whole. The following text is an in-depth analysis and breakdown of the differences that occur when one decides to use instant messaging or alternately face to face communication.

The third millenium in which we now live, shelters under the overwhelming canopy of influence of technology. With the dawn of the 21st century, the ~~current~~ global population began to see the gradual development and takeover of technology. While there are many aspects of life that have been revolutionised as a result of such technology, one such field is still under much ~~controversy~~ controversy in regard to whether or not it is a bane or a boon to the existence of the current (and previous) generations. What is this field?

It is the field of communication, without a doubt. Now, as communication is an abstract that has existed

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from the very beginning of civilsation, it has, unsurprisingly gone through a rich variety of transformations From the oral or auditory mode that the majority use, to the visual version employed by those ~~few~~ who are unable to register sound and even a kinesthetic variety for the blind; communication has infact metamorphosised into several astounding and preduds.

Online instant messaging however, seems to fit into a category of vernacular all of its own. Renowned linguist David Crystal (2006) states that this new literacy ~~has~~ will (and by now definitely has) bring about a "new media language" one that fits perfectly into the 'audio visual culture of the ~~the~~ Internet (James Billington, Librarian of congress, speaking to Washington Times 1999).

This is however, the very tip of the instant messaging iceberg. In depth research by many esteemed academic figures (Werry, 1996; Tagliamonte ~~&~~ and Dennis, 2006 and Spatafora, 2008) have revealed that with the recent discovery and utilization of the instant Messaging application, features specific to this vernacular have developed as well. Short cuts, graphemic presentations, acronyms, abbreviations, pragmatic lengthening, extended punctuation, vowel dropping, phonetic replacements and inanities are the main categories these specialised features fall under (Craig, 2001). As such, the implementation of these features no doubt have changed the method of

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interaction and communication very much over the last few decades.

As online communication was only introduced to the ~~became prevalently~~ majority of the developed world around the mid 1960s, one would expect that this particular mode of communication would not have much of a global reach in the approximate time period of 4 decades for which it has been around. An assumption of this sort would undoubtedly be an embarassing one to make. And if you also assumed that as instant messaging itself which only got a proper introduction in the 1990s had a relatively narrow impact (Varkhagen, 2010) then you would probably be even more embarassed by your ~~false~~ predictions.

Why?

Simply because online communication, instant messaging in particular, is the perfect example of a literary revolution.

When a person communicates with another - face to face interaction that is, there is a host of other under appreciated features that add to the whole interaction experience. Facial expressions, register and tone, body movement and overall topic relevancy are all important features of a face to face interaction (Jakobs, 1960). One would say that the visual representation of a conversation is almost of

important as the actual syntax being used. So how, then, do the adolescents of today convey such emotions - both explicitly and implicitly - when holding a conversation over IM? Enter then, the aforementioned features and traits native only to the field of instant messaging.

In a face-to-face conversation, you can tell if the other person is pleased with the topic choice and conversation style by their expression - of course this is the most basic method of understanding social interaction. With instant messaging however, a different method of making these subtleties known is used. These are called emoticons, or emojis for short (Werry, 1996).

The most well known and well used feature of an instant messaging conversation are the emoticons; graphemic representations of emotions from smiles to frowns, food and drink, places and even people (depending on the application you are currently using), emojis make a conversation far more interesting and interactive for both ~~translators~~ participants or even for a group as a whole (Werry 1996).

However not everyone is pleased with the use of these graphemic representations of emotion. Deborah Weaver, an eighth grade teacher speaking to the New York Times states she was 'horrified' with the way some of her students wrote their argument

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-ative essays; using a ':)' face when making a point and a ':(' face when making a negative point or aspect. Teachers and concerned parents are also worried about another instant messaging feature that is creeping happily into standard English in a written context - the unique instant 'messaging' lexicon itself.

Composed of a variety of language that deviates so strongly ~~that~~ from standard English forms (Jansen, 2003; Shoeman and Shoeman, 2007), certain ~~aspects~~ is from the application of Instant Messaging has even made it into dictionaries - (https://nethingo.com, https://urbandiction-ary.com) which albeit are online but dictionaries nevertheless. When communicating through Online Instant messaging, the priority of the communicators/users is to get their message across as quickly as possible and ~~as fast~~ reply as fast as possible; texting is therefore highly convenient with the hustle and bustle of everyday life (Ling, 2003). instant messaging

Regardless, the many additives of ~~the~~ vernacular are not always welcome in environments where Standard English is the general modus operandi (Craig, 2001). The most prevalent crossover from Instant Messaging to inappropriate situations are the textisms (Ling, 2003) of the vernacular. Acronyms such as 'lol' for laughing out loud' and 'brb' for 'be right back' and even 'omg' for 'Ohmygod'; phonetic replacements such as 'every1'

for 'everyone', 'ur' for 'you are, your and you're' and 'luv' for 'love'; Abbreviations that are from the understandable 'be' and 'cz' for 'because' to the drastic 'ppl' for 'people'; Inanities that are neologistically and sometimes ridiculous transmogrifications of already shortened words such as 'lolz' which is simply 'lol' with a ~~terminating~~ terminating 'z' for no apparent or obvious reason. (Craig, 2001). It is when these features end up in the wrong place at the wrong time do things ~~start to g~~ begin to become pear-shaped so to speak.

Several linguistic theories have been applied to the situation in a bid to better understand the problem and thereby create a viable long term solution. The CMCIM (Computer-Mediated Communication Interactivity Model) by Lowry et al. 2003 and MST (Media Synchronity Theory) by Plester et al. 2004 were applied to the problem. However as David Craig suggested 'regression in one literacy stems from inattention to that literacy' and even Julia Spatafora (2008) claims that the population would be better off encouraging the use of Instant Messaging while simultaneously building on instruction in conventional formal English.

When communicating via Instant Messaging, users have been found to mainly fall ~~between~~ between the 13-17 year age category (PEW Research Institute - which is a non-partisan organization dedicated to

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informing the public about trends, issues and activities taking place at a global level) which translates to approximately 13 billion Internet users (Avraham, 2003) worldwide – an amount that may increase day by day with the growing population and the rate of Internet penetration to some of the most rural areas of the world (Crystal, 2001)

Since the majority of Instant Messaging users are adolescents it is easy to see why they would find this environment so addictive and appealing; Jacqueline Graham (2013) states that Instant messaging is a way for teenagers to create friendships and maintain an acceptable social status. And an environment in which they can be as informal and explicit as they want has the appeal of being free of adult regulation - unless guardians and parents willingly keep track of their offspring (Greenfield and Subrahmanyam, 2008).

The instant messaging vernacular is more formal than speech, yet less formal than writing – a collection of colloquial, formal and informal characteristics (Tagliamonte and Denis, 2006) which means that teenagers are not the only ones ~~found~~ fond of utilizing its convenient near synchronous chat-based feature. From the analysis of chat logs in a game by Driscoll (2002) it was found that even adults were not impartial to

using shortcuts and abbreviations while simultaneously playing and communicating with other players. ~~An equal amount~~ Further study (Driscoll, 2002; Varnhagen, ~~200~~ 2010) found that ~~it~~ it was faster to type an abbreviation than a ~~word~~ word and an acronym instead of an entire phrase highlighting the underlying requirement of being understood through a message while also retaining a less time consuming method of doing so - also why punctuation and other grammatical characteristics were eagerly dropped (Varnhagen, 2010), and did not matter as long as the message was clear and original meaning was semantically recoverable (Thurlow and Brown, 2006).

Instant Messaging is also utilized in the workplace (Carol Ou, 2014) and its benefits outweigh the problems of interruption of work activity and multitasking capabilities of the individual. Much like a situation in which a shy individual may find solace in a text message sent to a friend for a meeting instead of having to deal with an actual interaction (Graham 2013), instant messaging in the workplace does bring with it different and unique advantages such as increased social networking skills (Borck, 1998), group work and a better relationship overall within a company (Ou, 2014).

There are, however, issues that follow Instant Messaging

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and they are as follows; texting while driving, lack of sleep, due to late night conversations, reduced attention spans, lack of humanity (Lin, 2012) amongst other individuals, a tendency to chose a conversation with a stranger over interaction with family members and even sexting as found by Subrahmanyam and Greenfield (2008) and Poncelet (2009).

We can thereby conclude that the nature of communi-cation via Instant Messaging really has become startlingly, shockingly different from communication modes and methods of the previous generation and century. Controversy ~~so~~ surrounding Instant Messaging is still prevalent - some schools even taking drastic measures as to place it under a taboo category so that students may better learn how to confidently utilize standard, formal written and spoken contexts of English.

While there are problems associated with Instant Messaging and its Internet counterparts I am confident that perhaps not too far in the distant future, ~~there~~ society will be able to say that Instant messaging was actually a blessing in disguise - not a nightmare dressed like a daydream - regardless of the contrasting differences between using it instead of face-to-face (and more personalized) modes of communication.

TOTAL FOR SECTION B = 30 MARKS 23

TOTAL FOR PAPER = 50 MARKS