

JC 2 Preliminary Examination 2015
Paper 2 Answer Scheme

1. (a) Why is 'a common tongue' more important than ever (line 3)? **Use your own words as far as possible.** [2]

Lifted	Paraphrased
As the world economy becomes more integrated to promote commerce ..that puts speakers of regional dialects and minority languages at a distinct disadvantage .	(a) As the world becomes more interconnected, (b) a common tongue will make it easier to carry out trade or other economic activity with people from other countries, (c) without which we would lose our economic edge over others.

1=1m, 2-3 = 2m

1. (b) Suggest what is causing languages to become 'more standardised' (lines 5 – 6). [1]

Lifted	Paraphrased
In addition, telecommunications has pressured languages to become more standardised	A common language makes it easier for global communication to take place. <i>Note: Any other logical answers related to the features of telecommunications and how it has pressurised languages should be accepted as well.</i>

1 = 1m

2. What is the author's purpose in providing us the series of examples in lines 9 to 10? [1]

Lifted	Inferred
Cornish has given way to English, Breton to French, Bavarian to High German, and Fu-jian-wa to Cantonese minority languages have been dominated by the centrist dialects	He wants to <u>emphasise/ highlight</u> how majority languages are <u>prevailing over</u> the minority ones. OR the <u>prevalence</u> in which minority languages are being replaced. <i>Note: No marks to be awarded if the answer does not contain 'emphasise/ highlight' or if the student writes 'trying to emphasise/ highlight'. Student must also show the degree of the extent.</i>

1 = 1m

3. Explain what the words 'realities' and 'seductive' imply about the pressures on minority language speakers in each case (line 12). [2]

Lifted	Inferred
<p>The realities of commerce...</p> <p>learn majority languages or suffer the consequences: greater difficulty doing business, less access to information...</p> <p>the seductive power of world pop culture</p>	<p>(a) The word 'realities' suggests that there is no choice / there are harsh repercussions for those who do not learn majority languages. ('push' factor)</p> <p>(b) The word 'seductive' suggests that world pop culture offers a strong attraction/ impetus for minority language speakers to learn the common/ popular language. ('pull' factor)</p> <p>Note: <i>Extent of the impact on minority languages needs to be captured.</i></p>

2 = 2m

4. How does paragraph 3 illustrate the 'rapid die-off of languages' (line 15)? [3]

Lifted	Paraphrased
<p>3,000 of the world's languages predicted to disappear in the next 100 years</p> <p>More than 2,500 are in danger of immediate extinction</p> <p>and many more are losing their link with the natural world, becoming museum pieces rather than living languages</p>	<p>(a) The author uses examples, statistics to show (as long as the technique is shown)</p> <p>(b) how nearly half of the world's languages are expected to vanish <u>within the next century</u></p> <p>(c) with more than half local dialects <u>expected to be lost soon</u>.</p> <p>(d) There are also countless others that are losing their relevance/ place in today's society</p> <p style="text-align: center;">OR</p> <p>Numerous languages have become mere archival records with no practical use in today's context.</p>

1=1m, 2=2m, 3-4=3m

5. Explain the futurists' reaction to 'the rapid die-off of languages' (line 21). [2]

Lifted	Paraphrased
<p>Futurists have noted this loss with no little despair,</p> <p>for significant, culturally specific information may disappear along with a language. For instance, knowledge about unique medicines and treatments used by aboriginal groups could be lost forever if the language used to transmit that information is banned by a majority culture.</p>	<p>(a) They are greatly dismayed/devastated at the loss of languages</p> <p>(b) as it meant the loss of important and often exclusive wisdom that is beneficial to humankind.</p> <p>Note: <i>Students need to be accurate about the emotion or tone to get the full 2 marks.</i></p>

2 = 2m

6. Why does the author describe the common wisdom about globalisation as 'undeniable' (line 26)? **Use your own words as far as possible.** [2]

Lifted	Paraphrased
<p>For centuries,</p> <p>dialects and languages have been unifying to facilitate national identity,</p> <p>scientific research,</p> <p>and commerce.</p> <p>Without question, there will be a need for common languages, as standardisation allows growth in software and in people.</p>	<p>(a) This is because, for the longest of time</p> <p>(b) dialects and languages are sought to ease the creation of a sense of a nation as a cohesive whole,</p> <p>(c) allow for greater collaboration in scientific inquiry</p> <p>(d) and business.</p> <p>(e) It is also obvious how a common language has brought about advance and progress.</p> <p>Note: Students are allowed to capture either (c) or (d). Four points out of five needed for 2m.</p>

1 – 3 = 1m, (a) + (b) + (c) or (d) + (e) = 2m, 4-5 = 2m

7. Why is the word 'global' in inverted commas (line 30)? [2]

Lifted	Paraphrased
<p>Without question, there will be a need for common languages, as standardisation allows growth in software and in people. However, swept up in this conventional wisdom is the notion that languages and cultures will simply cease to exist, and people will instead choose "global" cultures and languages that will transcend boundaries.</p>	<p>(a) The author wants to <u>highlight/emphasise</u></p> <p>(b) that simply because these languages are widely used/accepted, it does not mean that a homogenised culture is going to become a reality.</p> <p>Note: No marks to be awarded if the answer does not contain 'emphasise/ highlight' or if the student writes 'trying to emphasise/ highlight'.</p>

2 = 2m

8. In paragraph 9, how does the author feel about the survival of minority languages in the future and how does he illustrate his attitude? [2]

Lifted	Inferred
<p>We are living in interesting times, linguistically, as powerful national languages encounter fierce resistance in their drive to dislodge local languages. New technologies are offering people greater freedom to choose their own cultural identity, and many are choosing minority local languages. The linguistic giants will not be the only choice in the future.</p>	<p>(a) The author is fairly/cautiously <u>optimistic/ hopeful/ confident</u>.</p> <p>(b) This can be seen from his choice of words such as 'fierce resistance', 'many are choosing' and 'will not' which indicate the certainty with which people would fight to preserve their minority tongue</p> <p>(c) and how the latest technology ensure that people can and are opting for languages other than the majority languages.</p> <p>Note: If students describe the attitude for (a), the mark should be awarded. Also, if students do not pick out the phrases for point (b), they should be awarded the mark.</p>

(a) = 1m, (a) + (b) or (c) = 1m, 3 = 2m

9. Using material from paragraphs 6 to 8 only, summarise what the author has to say about why the extinction of minority languages is not a certainty. Write your answer in **no more** than 120 words, not counting the opening words which are printed below. **Use your own words as far as possible.** [8]

The extinction of minority languages is not a certainty as...

	From the text...	Possible paraphrase...
1	Learning or relearning a native language is often a political statement (line 46) It is political power (line 47)	The use of such languages can drive home certain political messages,
2	an act of self-definition (line 46),	shapes the identity of a nation
3	one that brings solidarity with our neighbours . (line 47)	and possibly improve the relationship with other countries through a common goal.
4	(It is) cultural reverence (line 47)	The use of minority languages also shows our devotion/ respect for our traditions
5	and perhaps a feeling of control in a world where political and cultural borders are collapsing all around us . (line 48)	and gives us a sense of being in charge in a context where there seems to be less order in society due to globalisation.
6	Minority languages may also have a place alongside majority forms of communication. (line 49)	Minority languages may be able to complement the majority ones,
7	The International Committee for the Defence of the Breton Language suggests that early bilingualism can help prepare young people to master several languages, (line 50)	possibly laying the foundation to being multi-lingual
8	which will be an advantage (line 52)	which not only gives people an edge in this age,
9	— if not a necessity — for the future in Europe (line 52)	but is also fast becoming an essential prerequisite for sustainable development.
10	Changing world geopolitics is already reforming the pressures on languages. (line 53)	The dynamic geopolitical trends are transforming the tension that globalisation places on languages
11	The fall of the Soviet Union actually spurred a trend toward reversing language loss . In many of the former Soviet republics, older Turkic languages have been revived , now that the Russian influence is gone. (line 53)	<i>(Inferred from examples)</i> in some cases inducing/ providing the impetus for the restoration of minority languages and
12	Turkey is spending US\$1.5 billion to encourage the resurgence of Turkish throughout the region. (line 56)	<i>(Inferred from example)</i> some countries expend on campaigning for such restoration.
13	Language is power , economic and otherwise, (line 57)	Language has the capacity to influence both economics and politics
14	and the Turks are capitalising on the possibility of extending their reach (line 57-58)	<i>(Inferred from example)</i> and can be used by countries to spread their influence in other societies.
15	It is becoming clear that, when people have a strong cultural reason to reverse language shift , (line 59)	Preservation of our heritage provides solid grounds to use minority tongues
16	they can effectively resist the onslaught of majority languages. (line 60)	and that can help us prevent the homogenisation of culture and languages.

17	Moreover, the mass media technologies that allowed the one-way dialogue of majority languages to drive out minority languages and dialects are now helping those silenced languages to make a comeback. (line 61)	The same communication technologies that help majority languages dominate can also aid in the revival of minority ones
18	Speakers of these smaller languages can use interactive technologies such as websites, e-mail, and message boards to talk back to the world by creating and distributing media in their own language to a global diaspora. (line 63) Globalised commerce and media are not necessarily the death knell for local languages, because certain trends support their preservation. Whereas one-way mass media technologies such as TV, radio, and print served to support majority languages, today's computer technology is turning the tables. (line 66)	as increasingly more users are generating and disseminating content in their native tongues to the rest of the world using such technologies.
19	It is considerably less expensive now to produce video and audio in any language, (line 69)	The lower cost
20	and communications technologies allow you to transmit these media to a diaspora anywhere in the world (line 70)	and ease in dissemination
21	In the future, with lower prices for powerful computers and dramatic advances in broadband Internet (such as IPv6 architecture that will soon turn any Internet connection into a broadcast device), majority languages may no longer possess an advantage in distributing information to the public. In the future, anybody anywhere on Earth could conceivably receive the evening news in Welsh or Irish Gaelic. (line 71)	as well as advances in accessibility means that we no longer need a lingua franca to communicate with the world
22	Also, the availability of cheap, powerful multimedia will allow teachers to translate educational materials into a local language more easily. (line 76)	Such technologies make it more <u>convenient</u> for educators to tap on resources in minority tongues <i>Note: The ease of availability must be captured.</i>
23	These educational technologies will be essential to the survival and prosperity of languages in the future. (line 77)	which is important and instrumental in the preservation of any language
24	Only education of the youth assures the continuity of a language (line 78)	and especially when the younger generation sees the same value (in languages, minority or otherwise) as well.

Points	Marks
13 and above	8
12	7
10 - 11	6
8 - 9	5
6 - 7	4
4 - 5	3
2 - 3	2
1	1

Table of Specifications:

No.	Question Types	Question Number	Mark Allocation
1	Direct Literal	1a, 4, 6	7
2	Inferential – Technique, Punctuation	1b, 2, 7, 8	6
3	Extended Vocabulary	3, 5	4
4	Summary	9	8
5	AQ	10	10
		Subtotal	35
		Language	15
		Total	50

#

10. In this article, Eric Garland writes about the pressures of globalisation on minority languages and how their extinction is not a certainty. How far would you agree with Eric Garland's observations? Relate your opinions to your society. [10]

Main Ideas:

Paragraph 1	Globalised economics and the media are changing the face of culture around the globe, reducing the number of languages that humans speak.
Paragraph 2	The realities of commerce and the seductive power of world pop culture are placing pressure on speakers of minority languages to learn majority languages or suffer the consequences.
Paragraph 3	These pressures are inducing a rapid die-off of languages around the world and futurists have noted this loss with no little despair, for significant, culturally specific information may disappear along with a language.
Paragraph 4	Globalisation not only causes languages to die off but it can also help dying or dead language to turn around and become vibrant again.
Paragraph 5	The idea of saving languages is very modern because in the past this would not have been possible (refer to previous paragraph about 'globalisation').
Paragraph 6	There are various benefits to learning or relearning a native language/ several languages.
Paragraph 7	It is becoming clear that when people have a strong cultural reason to reverse language shift, they can effectively resist the onslaught of majority languages. Moreover, mass media technologies are now helping minority languages to make a comeback.
Paragraph 8	Globalised commerce and the media are not necessarily the death knell for local languages, because certain trends support their preservation. The availability of cheap, powerful multimedia will assure a continuity of minority languages.
Paragraph 9	The extinction of minority languages is not a certainty because: <ul style="list-style-type: none"> the trend toward the homogeneity of global culture has stimulated many people to search for their native roots and hold tighter to their cultural identity and new technologies are offering people greater freedom to choose their own cultural identity.

Note: For this AQ, minority languages will be defined as –

- Languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population (the European Charter for Regional or Minority Languages (ECRML))
- i.e. A language spoken by a minority of the population of a territory.

Main Ideas	Examples from Singapore
<p>Paragraph 2 – Globalisation pressuring speakers of minority languages to learn majority languages or suffer the consequences</p>	<p><u>Use of English in Singapore</u></p> <ul style="list-style-type: none"> • Official language medium in Singapore is English, English as the lingua franca. • English is the dominant language of commerce and government. • Information released by the government is primarily in English on government websites and supplemented with Mandarin, Malay and Tamil (at times) but the non-Mandarin Chinese dialects are not used for official communication purposes. • Bilingual education policy teaches English and the vernacular language. • The Ministry of Education places great emphasis on English and believes that the mastery of English is vital to Singapore's pupils because English is "the language of administration, education, commerce, science, technology, and global communication". • As the only country in the South East Asian region to use English as the working language, it offers us a comparative advantage as compared to other countries in the region. <p><u>Balance</u></p> <ul style="list-style-type: none"> • English was also chosen to be the "working language" in the early years of our independence in order to give all races equal opportunities through a common language to learn. • Bilingual education policy stresses on the importance of mastering one's Mother Tongue as well as English → this has mainly affected the Chinese to stop speaking dialects and speak Mandarin instead. • Proficiency in Malay and Tamil are still emphasised by the government.
<p>Paragraph 3 – Significant, culturally specific information may disappear along with a language</p>	<p><u>General Impacts</u></p> <ul style="list-style-type: none"> • Declining language proficiency. • Changing language attitudes. <p><u>Chinese dialects</u></p> <ul style="list-style-type: none"> • The use of Chinese dialects such as Hokkien, Teochew, Cantonese, Hainanese and Hakka has been declining over the last two decades, although they are still being used especially by the older generations of the Chinese population. • Much of the younger generations of Singaporeans are neither fluent nor conversant in their dialects (due to lack of use, exposure and education).# • The Media Development Authority (MDA) states that on National Television, all Chinese programmes, except operas or other programmes specifically approved by the Authority, must be in Mandarin. Dialects in dialogues and songs may be allowed provided the context justifies usage and is sparingly used.# • The clan associations of Singapore (<i>Singapore Hokkien Huay Kuan, Teochew Poit Ip Huay Kuan, Singapore Kwang Tung Association, Nanyang Khek Community Guild, The Singapore Hainan Kwee Kuan, Sam Kiang Huay Kwan and the Singapore Foochow Association</i>, all of which are under the Singapore Federation of Chinese Clan Associations) are active in keeping the Chinese dialects alive but these associations do not seem to be popular to the young, whom Garland argues in line 78 are crucial to the continuity of a language.# • On the other hand, such clans are a platform for minority languages as they promote understanding of Chinese language, culture and values and are a testament to how important it is to learn local and vernacular culture in a globalised world.# <p>#</p> <p><u>Malay</u></p> <ul style="list-style-type: none"> • There has been a marked increase in the number of sermons delivered in English at mosques during Friday prayers.# • Greater use of English in MUIS religious knowledge programmes at kids, teens and youth levels.#

	<p><u>Tamil</u></p> <ul style="list-style-type: none"> Spoken by 60% of Singapore's Indian population, other widely spoken Indian languages are Punjabi, Malayalam, Hindi and Telugu. Acknowledged by many to be facing a number of crises: <ul style="list-style-type: none"> ⇒ Tamil as a home language is not being maintained by the better-educated. ⇒ Policy studies have shown that the shift towards using English as a home language is the most obvious among the Indians in Singapore. ⇒ Indian education in Singapore is not living up to the expectations many people have for it. ⇒ More than half of the Indians surveyed said that they learn about their religion (Hinduism) mainly through English. ⇒ Tamil is thought of as a "coolie language".
<p>Paragraphs 4 & 5 - Globalisation not only causes languages to die off but it can also help dying or dead language to turn around and become vibrant again.</p> <p>Paragraph 9 – Extinction of minority languages not a certainty because the trend of homogeneity of global culture has stimulated many people to search for their native roots and hold tighter to their cultural identity</p>	<ul style="list-style-type: none"> In Singapore, the force of globalisation has stirred nostalgia and a desire to cement Singapore's heritage cultural identity and to improve inter-generational communication – this has resulted in small-scale ground-up initiatives in reviving minority languages. A series of books with the back-to-basics approach has been published and sold in Singapore by Koh Kuan Eng, a creative director in advertising turned social worker. There are currently 5 books in this series that covers 5 Chinese dialects – Hokkien, Teochew, Hainanese, Cantonese and Hakka (from sibeynostalgic.com). Along with this series of books, a series of tote bags have also gained popularity. They feature various objects and items with how they are spoken in various dialects (from sibeynostalgic.com). Dialects are also featured in many local Jack Neo films, further cementing the Singapore identity. The People's Association has rolled out dialect-related activities in several Community Centres island-wide. There are dialect singing courses and a dialect initiative piloted in 2011 to reach out to young people through courses such as "Learn Cantonese Language through Forgotten Cantonese Cuisine". The Chinese Theatre Circle has older Chinese Singaporean members and supporters who turn to opera for opportunities to speak dialects with one another. The Glowers Drama Group whose members are all above 50, use a mix of Cantonese, Mandarin and English in their plays.
<p>Paragraph 6 – There are various benefits to learning or relearning a native language/ several languages.</p>	<ul style="list-style-type: none"> "An act of self-definition, one that brings solidarity with our neighbours". <ul style="list-style-type: none"> ⇒ Singapore identity and heritage. ⇒ Pre-schoolers learn about Singapore's heritage through Mother Tongue languages (pilot programme in 2015 by National Heritage Board). ⇒ Can be used as a tool to differentiate between Singaporeans and foreigners due to the use of Singlish. ⇒ Singlish amalgamates various minority languages with English as it consists of words originating from Malay, Hokkien, Teochew, Cantonese, Tamil and etc. ⇒ Singaporeans are proud of Singlish even though it is heavily discouraged officially but continues to be used in daily life and even in local dramas and comedies. ⇒ Celebrated during the SG50 National Day Parade as one of the distinguishing factors of being a born-and-bred Singaporean. ⇒ Code-switching is a skill that Singaporeans have been repeatedly urged to master so that we are able to revert to using Standard English as well as our mother tongues in formal situations. "Can help young people to master several languages" which could be an advantage.

	<ul style="list-style-type: none"> ⇒ For Singaporeans, the advantage comes from having better inter-generational communication with the older population. ⇒ There is not much economic or political advantage for Chinese dialects; however, the Singapore government constantly urges Chinese Singaporeans to be conversant and proficient in Mandarin as such a proficiency would be beneficial to us due China's huge economic role in the world today. ⇒ For Malay and Tamil and the other minority Indian languages, some economic and political advantages could be present (e.g. Taufik Bautisah, first ever winner of Singapore Idol, could break into the Malaysian entertainment scene by singing in his mother tongue). <ul style="list-style-type: none"> • Due to Singapore's unique geographical location, some are stressing on the importance to learn or be proficient in Malay. <ul style="list-style-type: none"> ⇒ All of Singapore's Prime Ministers (as well as some key ministers) could converse fluently in Malay as it is crucial in establishing important political ties (as well as fluency in Mandarin and English). ⇒ Remembering that Malay is Singapore's national language could help us to better connect with our historical heritage.
<p>Paragraph 7 - It is becoming clear that when people have a strong cultural reason to reverse language shift, they can effectively resist the onslaught of majority languages.</p> <p>Moreover, mass media technologies are now helping minority languages to make a comeback.</p> <p>Paragraph 8 - Globalised commerce and the media are not necessarily the death knell for local languages, because certain trends support their preservation.</p> <p>The availability of cheap, powerful multimedia will assure a continuity of minority languages.</p>	<ul style="list-style-type: none"> • Contrary to what Garland asserts, there is no need to resist any “onslaught of majority languages” in Singapore and thus “reverse language shift” – any resurgence of minority language in Singapore mostly comes from the desire to retain Singapore's culture and heritage, in which many minority language played a crucial role in. • It is not very clear or obvious that it is the multimedia that will assure “a continuity of minority languages” in Singapore. Rather, it is the very essence of Singapore's multi-racial and multi-ethnic social fabric that is a larger determinant of the continuity of minority languages in Singapore as each generation, backed by political and social rhetoric, seeks to pass down the traditions, culture and language associated to each of the minority languages (though it is not so much the case for Chinese dialects). • The internet and social media platforms like YouTube and Facebook allow the younger generation to have access to greater variety of programmes and videos that contain minority languages. <ul style="list-style-type: none"> ⇒ While local broadcasting channels censor dialects from their programmes, one would be able to find many short clips containing these censored portions on YouTube. ⇒ There are even videos put up by young people that aim to teach others how to speak dialects.

2015 Prelim Paper 2 Standardisation (AQ)

Script A

- There are limited attempts to evaluate and link to the student's society
- However, the development of ideas is not really coherent
- Student rehashes the text towards the end of the AQ response
- Fits into Band 3

Mark: 3/10

Language: 9/15

- Better than Script B because there are fewer grammar errors
- Some lifting in summary

Script B

- Like Script A, there are attempts to evaluate and link back to Singapore society but content does not reflect reality
- Misinterpretation of the text in the second paragraph

Mark: 2/10

Language: 8/15

- Errors are frequent but there are consistent attempts to rephrase so the language does not fit into Band C

Script C

- The response has features that fit into Band 2 – it has valid evaluation and there is a basic understanding of the text
- Not high Band 2 because the overall response does not really answer the question

Mark: 4/10

Language: 11/15

- There are consistent attempts to paraphrase
- Decent fluency in AQ
- Varied sentence structures and few glaring grammar errors

Script D

- Fits into Band 2 because there are attempts to answer the question and provide evaluation – not merely restating the text
- Development of ideas in paragraphs is not really coherent in the first half of the response, and some contradiction in arguments
- Last body paragraph offered a better quality response
- Comparable to C, but same grade is given for different reasons

Mark: 4/10

Language: 11/15

- Organisation of ideas is rather weak (from AQ)
- Language is more succinct than C but there are more instances of lifting than script C

- Some expression inaccuracies and lifting

Script E

- Overall response fits into Band 2
- There is coherence throughout the whole response and consistent attempt to answer the question
- Script E has more scope and coherence as compared to other scripts, hence a higher grade
- However, there seems to be confusion between culture and language at some points
- Development of ideas is not really coherent throughout paragraph 2
- Text referencing has to be more explicit

Mark: 5/10

Language: 12/15

- Technical errors are rare
- There is overall fluency throughout the script
- Expression is succinct and more precise than all the other scripts