



Singapore Examinations and Assessment Board



**CAMBRIDGE**  
International Education

**Singapore–Cambridge General Certificate of Education  
Advanced Level Higher 2 (2026)**

# **English Language and Linguistics (Syllabus 9508)**

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## AIMS

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To encourage students to deepen their interest in and enjoyment of the use of English as they:

1. develop and apply their understanding of the concepts and methods appropriate for the analysis and study of the English language
2. develop an understanding of language issues and debates, and respond critically to these issues
3. develop their skills as interpreters and producers of meaning.

## ASSESSMENT OBJECTIVES

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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, taking into account relevant drivers of language change
- AO3:** demonstrate expertise in the use of English, including command of appropriate terminology informed by linguistic study.

## ASSESSMENT OBJECTIVES WEIGHTING

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		AO1	AO2	AO3
Paper 1	Section A	15%	5%	5%
	Section B	10%	5%	10%
Paper 2	Sections A and B	20%	25%	5%
Weighting within the H2 Syllabus overall		45%	35%	20%

## **ASSESSMENT STRUCTURE AND OUTLINE OF COMPONENTS**

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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 multimodal material will be represented in the paper, but is not assigned to a particular section. (**Note:** Candidates are not required to analyse or evaluate non-linguistic features in multimodal texts.)

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

Texts might incorporate nonstandard 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 and/or ideas 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 language change
- notable examples of language change
- terms and concepts related to language variation
- variation in the English language
- attitudes to different varieties of the English language
- Standard Singapore English and Colloquial Singapore English<sup>1</sup>
- English as a world language
- impact of new communications technology on the use of the English language.

### **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 and/or ideas 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:

- how culture and language influence one another in general
- the use of language to convey, influence and construct how we understand and respond to society and culture, i.e.:
  - how language is used to reflect or transmit particular characteristics of individuals, groups and institutions (e.g. gender, occupation, or role in society)
  - how language is used to shape perspectives and behaviour via:
    - representing people, institutions, events and issues
    - creating, reinforcing and/or challenging values and attitudes
    - including and excluding.

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<sup>1</sup> Also referred to as Singlish.