

405/01

ENGLISH LANGUAGE AND LITERATURE

ELL5: The Language of Literature and Speech

P.M. TUESDAY, 20 June 2006

(2 hours)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **two** questions: **one** from Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

All questions carry equal marks.

In **Section A** you will be assessed on your ability to:

- communicate clearly the knowledge, understanding and insights gained from combined literary and linguistic study, using appropriate terminology and accurate written expression;
- show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts;
- identify and consider the ways attitudes and values are created and conveyed.

In **Section B** you will be assessed on your ability to:

- respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them;
- show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts;
- identify and consider the ways attitudes and values are created and conveyed.

Remember that marking will take into account the quality of written communication used in your answers.

SECTION A

Answer **one** question from this section.

Brian Friel: Translations

Either,

1. Discuss the presentation and function of Hugh. Remember to show evidence of combined literary and linguistic study in your response.

Or,

2. Discuss how Friel explores the problems of communication between Maire and Yolland in Act 2 Scene 2 (after the dance). Remember to show evidence of combined literary and linguistic study in your response.

Seamus Heaney: New Selected Poems

Or,

3. Discuss the presentation of place in at least three of Heaney's poems. Remember to show evidence of combined literary and linguistic study in your response.

Or,

4. Consider how Heaney explores moral and political issues. Focus on three poems, showing evidence of combined literary and linguistic study in your response.

Margaret Atwood: The Handmaid's Tale

Or,

5. Discuss Atwood's presentation of the Aunts and their function in the novel. Remember to show evidence of combined literary and linguistic study in your response.

Or,

6. Discuss how Atwood presents Offred as an individual and a survivor. Remember to show evidence of combined literary and linguistic study in your response.

Kazuo Ishiguro: The Remains of the Day

Or,

7. Explore Ishiguro's presentation of the relationship between Stevens and Miss Kenton. Remember to show evidence of combined literary and linguistic study in your response.

Or,

8. What is the significance of 'banter' in *The Remains of the Day*? Remember to show evidence of combined literary and linguistic study in your response.

David Mamet: Oleanna

Or,

9. Discuss how Mamet uses language to portray Carol's character transformation throughout the play. Remember to show evidence of combined literary and linguistic study in your response.

Or,

10. Discuss how Mamet presents John's language and behaviour as clearly provoking Carol, particularly in Act 1. Remember to show evidence of combined literary and linguistic study in your response.

R.S.Thomas: Selected Poems 1946-1968

Or,

11. Beginning with '*In Church*' (Pietà), examine three poems that deal with Thomas's religious exploration. Remember to show evidence of combined literary and linguistic study in your response.

Or,

12. R.S.Thomas's poetry has been described as 'brutally direct'. How far do you agree with this view? Explore three poems in your response, showing evidence of combined literary and linguistic study.

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SECTION B

Answer this compulsory question.

Text A is taken from a 1940 radio programme '*Kitchen Front*', which aimed to discourage waste. The extract is from a sketch called '*We can take it*'. The female participants are Gertrude (G) and Daisy (D).

Text B is an extract from a 1996 television documentary about the British food industry. The speaker is a food scientist.

Text C is taken from a 2001 television documentary '*Food Junkies*', which explored the increase in consumption of fast food. The speaker is a New York chef.

Explore the similarities and differences between Texts A-C, which have a common theme of food.

In your response you should explore:

- how attitudes and values are conveyed
- the influence of contextual factors.

Use **linguistic** approaches, including, where appropriate, those related to:

- discourse structure
- discourse features
- grammar
- lexis.

Key to discourse markers:

<u>word</u>	underlining indicates a stressed syllable
tx.	incomplete word
(.)	a micropause
(1)	a timed pause in seconds
/ \	rising and falling intonation
[cresc]	getting louder

Text A: *An extract from a wartime radio comedy sketch 'We can take it' (1940). Actresses play the parts of housewives Daisy (D) and Gertrude (G).*

G: I've got a surprise for you (1) I've heard of a way of cooking a joint so that you can mistake it for turkey (1) first of all you want a leg of mutton and ask the butcher to bone it (.) see (2) of course you need some imagination

D: do you get that at the butcher's as well

5 **G:** don't be silly (.) just because you can't get a turkey doesn't mean you're not going to do a turkey (2) see

D: Of course I see (1) what are you talking about Gert

G: Well (.) if you cook the joint like you would a turkey that means you stuff it with sausage meat and stuffing and have bread sauce with it and what not (1) what do
10 you think of doing up that joint like a bird

D: Bit of alright go on give us your recipe for your murkey

G: murkey what murkey

D: What we're gonna have for Christmas dinner (.) half mutton half turkey (.) murkey

Reproduced from 'A History of the Twentieth Century in Sound' (BBC Audiobooks Ltd.)

Text B: An extract from a television documentary ‘The Food Chain’ (1996). The speaker is a food scientist. (P)

P: The food industry has got itself into a pickle because uh (.) it it believes it has done extremely well when in practice it’s a huge cottage industry with very little research and development (.) and it’s dominated by marketing (.) and they are taking the confectionery and all these supposed luxuries that were introduced to us after the war (.)and that’s where they make their profits and the problem for us now is that the big industry is influencing government and causing chaos and the public health message is a difficult one (1) there are not too many advocates for it and we are constantly under pressure to pull back and not make it cl. clear that in fact there is a big public health problem that needs tackling now

Reproduced from ‘The Food Chain’ – BBC 1996

Text C: An extract from a television documentary ‘Food Junkies’ (2001). The speaker is a New York chef (A).

A: It’s the idea I mean it’s so easy to eat fast food and it’s so bad for you that one is very lucky to eat nothing but [fast food] all the time it it it causes uh you know (.) Americans to to swell into these Jabba the Hutt like creatures (.) you know white shoes fanny packs and you know sandals with socks (2) you know just stand outside Planet Hollywood watching them all lining up to get their T shirts (1) [cresc] you think you’re looking at a herd of bison in leisure suits (.) we’re a nation of fat bastards and and you can track the swelling of America(.)and in fact the swelling of Europe uh and Japan uh with the spread of fast food

Reproduced from ‘Food Junkies’ – BBC 2002