

405/01

**ENGLISH LANGUAGE AND LITERATURE**

**ELL5: The Language of Literature and Speech**

P.M. TUESDAY, 19 June 2007

(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. Explore the significance of the title of the play. Remember to show evidence of combined literary and linguistic study in your response.

**Or,**

2. Discuss how Friel uses language to reflect social class and education. Remember to show evidence of combined literary and linguistic study in your response.

***Seamus Heaney: New Selected Poems***

**Or,**

3. Discuss the significance of Ireland in **three** of Heaney's poems. Remember to show evidence of combined literary and linguistic study in your response.

**Or,**

4. Discuss Heaney's presentation of childhood in **three** poems. Remember to show evidence of combined literary and linguistic study in your response.

***Margaret Atwood: The Handmaid's Tale***

**Or,**

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

**Or,**

6. Discuss the impact of the 'Historical Notes' on the novel as a whole. Remember to show evidence of combined literary and linguistic study in your response.

***Kazuo Ishiguro: The Remains of the Day***

**Or,**

7. Discuss the significance of place in *The Remains of the Day*. Focus on at least two of the novel's settings. Remember to show evidence of combined literary and linguistic study in your response.

**Or,**

8. Discuss Ishiguro's presentation of the relationship between Stevens and Lord Darlington. Remember to show evidence of combined literary and linguistic study in your response.

***David Mamet: Oleanna***

**Or,**

9. Discuss why *Oleanna* continues to provoke 'extreme and diverse reactions from audiences'. Remember to show evidence of combined literary and linguistic study in your response.

**Or,**

10. Discuss the view that Mamet presents John's 'failure to listen' as his greatest flaw. Remember to show evidence of combined literary and linguistic study in your response.

***R.S. Thomas: Selected Poems***

**Or,**

11. Explore 'A Peasant' and **two** other poems that focus on members of the rural community. Remember to show evidence of combined literary and linguistic study in your response.

**Or,**

12. Discuss how Thomas creates a sense of place in **three** poems. Remember to show evidence of combined literary and linguistic study in your response.

**BLANK PAGE**

## SECTION B

*Answer this compulsory question.*

**Text A** is a transcript from a radio report by American journalist Herbert Morrison, who was covering the landing of the *Hindenburg* airship, at Lakehurst Naval Station in New Jersey, USA in 1937. The German-built *Hindenburg* was the world's first transatlantic commercial airliner and was on its first transatlantic flight of that year. The airship caught fire while approaching a mooring mast; flames first appeared near the tail and, within 37 seconds, completely engulfed the ship. Of the 97 people on board, 35 were killed.

**Text B** is a transcript from a BBC Radio 4 interview recorded in 1986. The speaker, Eva Hart, was one of the seven hundred survivors from the sinking of the *Titanic* in 1912. The ship was on its maiden voyage when it struck an iceberg. Over fifteen hundred passengers drowned. Eva Hart recalls how, as a seven-year-old, she watched from a lifeboat as the *Titanic* sank.

**Text C** is a transcript from a speech made in 1986 by Ronald Reagan, who was president of the USA at that time. The speech was given shortly after seven American astronauts were killed when the American space shuttle *Challenger* exploded just over a minute after lift off.

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

In your response, you should explore:

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

Use **linguistic** and **literary** 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
[incomplete]	incomplete utterance
[indistinct]	words unclear
(.)	a micropause
(1)	a timed pause in seconds
/ \	rising and falling intonation
[cresc]	getting louder
[forte]	loud
[allegro]	fast
[rall]	slowing down
[edit]	some text omitted

### Text A: live radio report - Hindenburg airship disaster (1937)

the ship is riding majestically toward us like some great feather (.) riding as though it was mighty  
 good [indistinct] mighty proud of the place it's playing in the world's aviation (1) it's practically  
 standing still now (2) they've dropped ropes out of the nose of the ship (.) and it's been taken a  
 hold of down on the field by a number of men (1) it's starting to rain again (.) the rain had slacked  
 5 up a little bit (1) the back motors of the ship are just holding it (.) just enough to keep it from  
 [incomplete] [allegro and forte] it burst into flames (.) get out of the way get out of the way [edit]  
 [cresc] it's on fire and it's crashing (.) it's crashing (.) oh my it's burning (.) bursting into flames  
 and is falling on the mooring mast [edit] this is terrible this is the worst of the worst catastrophes  
 in the world (.) oh it's crashing [indistinct] there's smoke and there's flames now (.) and the frame  
 10 is crashing to the ground [indistinct] oh the humanity

*Reproduced from [www.otr.com/hindenburg](http://www.otr.com/hindenburg)*

\*\*\*\*\*

**Note:** *The illustrations below are not part of the transcript; they are for information only.*



Airship



**Text B: radio interview (1986) - survivor of 1912 Titanic disaster**

we watched her and then we gradually saw the bows of the ship sinking (1) we could hear all the panic of the people on the decks rushing about looking for lifeboats (.) and all the lifeboats had gone and there were still fifteen hundred people still on board with no possible means of being saved [edit] and we could hear the panic (.) then we could hear them rushing about on the deck (.)  
 5 and eventually um I don't know whether it was when the cold water hit the red hot boilers [edit] there was this tremendous explosion and the fore part of the ship went down (.) and um her stern was stuck up in the air at the most terrible angle for a while and then just settled (.) leaned over (.) and went down

*Reproduced from 'Eyewitness 1910-1919' (BBC Audiobooks Ltd)*

**Text C: extract from President Reagan's speech – Challenger space shuttle disaster (1986)**

and I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's take-off (2) I know it's hard to understand (.) but sometimes painful things like this happen (1) it's all part of the process of exploration and discovery (.) it's all part of taking a chance and expanding man's horizons (1) the future doesn't belong to the fainthearted (1)  
 5 it belongs to the brave (1) the Challenger crew was pulling us into the future, and we'll continue to follow them [edit] the crew of the space shuttle Challenger honoured us by the manner in which they lived their lives (1) We will never forget them (.) nor the last time we saw them (.) this morning (.) as they prepared for their journey and waved goodbye (.) [rall] and slipped the surly bonds of earth to touch the face of God