

General Certificate of Education
June 2004
Advanced Level Examination



**ENGLISH LANGUAGE AND LITERATURE
(SPECIFICATION A)
Unit 6 Language in Context**

NTA6

Monday 28 June 2004 9.00 am to 11.30 am

In addition to this paper you will require:
a 12-page answer book.

Time allowed: 2 hours 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is NTA6.
- Answer **both** questions.

Information

- The maximum mark for this paper is 200.
- Question 1 carries 150 marks, and Question 2 carries 50 marks.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

Advice

- You should spend 1 hour 45 minutes answering Question 1 and 45 minutes answering Question 2.

Answer **both** questions.

1

Read the four texts printed on the following pages. These texts are linked by the fact that they are all about individual people.

Text A is a poem.

Text B is an extract from a non-fiction text.

Text C is a speech.

Text D is an extract from a conversation.

Compare **either** Texts A, B and D **or** Texts A, C and D, commenting on how the writers or speakers use language to convey their feelings about individual people.

In your analysis you should consider the following:

- the writer's or speaker's choice of vocabulary, grammar and style
- the ways in which attitudes and values are conveyed to the intended audiences
- any other aspects which you consider important in your reading of these texts.

2

What approaches have you used in analysing and comparing these texts and how have these approaches helped you to appreciate them?

END OF QUESTIONS

Text A

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Turn over ►

Text B

This non-fiction text is an extract from Stephen Pile's The Book Of Heroic Failures, written in 1979.

THE WORST EVER ACTOR

The worst actor ever to appear on a stage anywhere was Robert 'Romeo' Coates (1772–1842). Hardly ever did a production in which he figured end without riot.

His total incapacity to play any part whatever, combined with his insistence upon wearing diamonds from head to foot, regardless of role, and his tendency to 'improve' upon Shakespeare as he went along, made him immensely popular with astonished audiences up and down Britain.

His specialization was death scenes, which he used to preface by spreading a white silk handkerchief on the stage. These scenes were so protracted and so deliriously received that he frequently did encores, dying again.

Born in the West Indies, the son of a wealthy American sugar planter, he dabbled there in amateur dramatics.

When he inherited the estate at 35, Romeo Coates felt that he needed a larger platform and that he owed it to England to perform there. His belief in his own theatrical genius was unshakeable. Criticism he put down to envy.

He arrived in Bath in 1807 in a diamond-encrusted carriage, shaped like a seashell and emblazoned with a gilt cockerel bearing his appropriate family motto, 'While I live, I'll crow.' His habit of declaiming 'improved' passages of Shakespeare ('I fancy that is rather better') over breakfast at his inn soon brought him to the attention of the manager of the Theatre Royal.

While Coates awaited his British debut with pleasure, word got around as to the likely standard of his performance and all the tickets sold rapidly.

On that blustery November night he appeared in his greatest role – Romeo – a part which he was later forced to abandon because no actress would agree to play Juliet opposite him.

It started quietly enough, but when he entered the audience gave way to ecstatic cheers (which he stopped to acknowledge). Visually, Coates was always surprising and, on this occasion, he chose to dress his Romeo in a spangled sky-blue coat, bright crimson pantaloons and a white hat, excessively trimmed with feathers. Over all this was spattered a multitude of diamonds and the total effect ran quite counter to Shakespeare's description of the character as a 'quiet, virtuous and well-governed youth'.

The play continued in a hail of orange peel and whenever the audience crowed 'cock-a-doodle-do' at Coates he would break off, regardless of Juliet on the balcony, and crow back at them.

At one point the audience joined in a delighted chant of 'Off! Off! Off!' at which Coates, the gifted amateur, crossed his arms and stared at them with scorn and withering contempt.

That night the play got as far as the last act, but ended in riot when Coates suddenly re-entered with a crowbar, which was quite unnecessary and not mentioned in Shakespeare's text, to prize open the Capulets' tomb.

Of course, an actor of this calibre was soon in demand by London theatres and he arrived at the Haymarket Theatre on 9 December 1811. Here, playing Lothario in the first night of *The Fair Penitent*, Coates took longer to die on stage than anyone before or since. The audience sat politely, as his writhing figure was gripped by spasm after spasm, happy in the knowledge that it was only Act IV and that Coates would soon be dead, leaving a clear act to run without him. He died and the curtain fell.

After the interval, the gifted amateur came out before the curtain, dressed in regimental uniform, and announced that there would not be a fifth act that night. He would instead be reciting his favourite monologue.

After delighting London audiences for a further few years he retired from the stage due to bankruptcy.

Text C

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Turn over ►

Text D

This is part of a classroom discussion amongst 17 and 18 year olds and their teacher. They are discussing people they admire.

Key

(.)	micropause
(1.0)	pause in seconds
::	elongation of sound
[overlap
<i>italics</i>	non-verbal sound
<u>underlining</u>	particular emphasis of a word

Some spellings reflect the pronunciation of certain words

Teacher: well I'm gonna talk about someone who isn't famous (1.0) he's a friend of mine actually

Student 1: you've actually got one then Rob (*much laughter*)

Student 2: nice one Graham

Student 3: no he hasn't (.) he's just pretendin' he's got any friends at all (*more laughter*)

Teacher: ha:: ha:: (1.0) if you meet this person you would see why I'm (.) erm (.) gonna tell you about him (.) he's actually a rea::lly pleasant person (.) who'd do anything for anyone (1.0) he's totally selfless an' he

Student 4: what's that mean Rob

Teacher: what (1.0) selfless

Student 4: yeah

Teacher: that he's not erm (1.0) self centred (.) egotistical (.) y'know

Student 4: y'mean he's not selfish then

Teacher: yeah that's right

Student 4: why didn't yer say that then

Teacher: anyway (1.0) this friend's called Philip (1.0) an' ter give you an example of his (1.5) altruistic nature (*some students say woo:::*) (1.0) a very good friend of his had a son who unfortunately died from meningitis when he was only thirteen (.) which was obviously really tragic (.) so Philip decided to do something to honour this boy's memory (.) as well as raise some money for the meningitis trust (.) so Philip (.) an' his brother (.) an'

another friend (.) did this hike in Scotland (.) a very difficult hike over the Monroes¹ (.) an' they raised a couple of thousand pounds for charity (.) an' as well as doin' the hike Philip put in a hundred quid of his own (.) that's a measure of the kinda guy he is

Student 3: that's really sweet (.) an' kind

Teacher: yeah I thought so (2.0) an' he's really close to his family too (.) he goes to visit his mum an' dad every night just to see if they're okay (.) and his uncles and in-laws all live in the same village (.) they're all very close (.) I think that's very (.) singular in this day an' age (.) what with so many families breakin' up an' what have you

Student 5: where's 'e live then

Teacher: Haydon Bridge (.) near Hexham (.) in Northumberland (2.0) actually we've got quite a few interests in common too

Student 1: he doesn't fly kites as well does he

Teacher: as a matter of fact he does (*collective groans from the class*) and he goes sailin' (.) an' mountain bikin' (1.0) in fact one of the few things he's got goin' against him is that he's a Newcastle fan (*one cheer and some laughter*) he even took me to see them on New Year's day (.) an' yer know how difficult it is to get into St. James's²

¹ Monroes – Scottish hills.

² St. James's Park – Newcastle United's football ground.

END OF TEXTS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

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