

406/01

**ENGLISH LANGUAGE AND LITERATURE**

**ELL6: Comparative Analysis of Texts with Writing Task**

P.M. MONDAY, 26 June 2006

(2½ hours)

**ADDITIONAL MATERIALS**

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

**INSTRUCTIONS TO CANDIDATES**

Answer **both Question 1 and Question 2**. You are advised to spend at least 1½ hours on Question 1, which carries three quarters of the marks for this unit.

**INFORMATION FOR CANDIDATES**

In **Question 1** 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;
- respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them;
- use and evaluate different literary and linguistic approaches to the study of written and spoken language, showing how these approaches inform your readings;
- 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 speech and writing.

In **Question 2** you will be assessed on your ability to:

- demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.

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

Answer **both** Question 1 and Question 2.

You are advised to spend at least 1½ hours on Question 1, which carries three quarters of the marks for this unit.

1. This question is based on all four texts below.

**TEXT A:** the opening two stanzas of an anonymous Canadian poem about a football match between McGill University, Montreal, and Toronto University. The poem appears in *Canadian Songs and Poems* published in 1892.

**TEXT B:** a transcription of Lord Desborough talking about the 1908 London Olympic Games on *Scrapbook for 1908*, a BBC radio programme first broadcast on 5 November 1936. He describes the marathon race and the collapse of Dorando Pietri at the finishing line.

**TEXT C:** an extract from the children’s novel *Harry Potter and the Prisoner of Azkaban* (2000). The extract describes a ‘Quidditch’ match between two rival school teams: Slytherin and Gryffindor. Harry Potter plays for Gryffindor and his role in the team is to capture the ‘Snitch’, a fast, flying ball. Quidditch is played by the students of Hogwart’s School of Witchcraft and Wizardry on flying broomsticks. Players have to put a ‘Quaffle’ (a flying ball) through a hoop in order to score a point. ‘Bludgers’ (another kind of flying ball) try to knock players off their broomsticks. ‘Beaters’ attempt to protect their own players from the Bludgers’ attacks. Madam Hooch is the referee.

**TEXT D:** an extract from a children’s book *Flaming Olympics* (2004), a light-hearted, yet factual, history of the Olympics.

**Compare and contrast the presentation of the sporting events in texts A-D.**

In your response you should:

- show understanding of the meaning of each text;
- identify and explore attitudes towards the subject matter;
- explore the influence of different contextual factors;
- use both **linguistic and literary** approaches to analyse the texts, including, where appropriate, those related to:
  - \* discourse structure and form
  - \* narrative stance
  - \* grammar
  - \* lexis and imagery
  - \* phonology and sound patterning
  - \* orthography and punctuation;
- evaluate which linguistic/literary approaches were most relevant for each text and support your conclusions with clear examples.

**TEXT A:** a Canadian poem.

### The Football Match

#### I

O wild kaleidoscopic panorama of jaculatory<sup>1</sup> arms and legs.  
 The twisting, twining, turning, tussling, throwing, thrusting, throttling, tugging,  
     thumping, the tightening thews<sup>2</sup>.  
 The tearing of tangled trousers, the jut of giant calves protuberant.  
 The wriggliness, the wormlike, snaky movement and life of it;  
 5 The insertion of strong men in the mud, the wallowing, the stamping with thick  
     shoes;  
 The rowdyism, and élan<sup>3</sup>, the slugging and scraping, the cowboy Homeric ferocity.  
 (Ah, well kicked, red legs! Hit her up, you muddy little hero, you!)  
 The bleeding noses, the shins, the knuckles abraded:  
 That's the way to make men! Go it, you border ruffians, I like ye.

#### II

10 Only two sorts of men are any good, I wouldn't give a cotton hat for no other –  
 The Poet and the Plug Ugly. They are picturesque. O, but ain't they?  
 These college chaps, these bouncing fighters from M'Gill and Toronto<sup>4</sup>,  
 Are all right. I must have a fighter, a bully, somewhat of a desperado;  
 Of course, I prefer them raw, uneducated, unspoiled by book rot;  
 15 I reckon these young fellows, these howling Kickapoos<sup>5</sup> of the puddle, these boys,  
 Have been uneducated to an undemocratic and feudal-aristocratic extent;  
 Lord! how they can kick, though! Another man slugged there!

<sup>1</sup>jaculatory: thrown

<sup>2</sup>thews: muscles

<sup>3</sup>élan: French for spirit (the McGill Redmen soccer team comes from Quebec. The team wears red socks)

<sup>4</sup>M'Gill and Toronto: McGill University Montreal, Quebec and Toronto University

<sup>5</sup>Kickapoos: a native American Indian tribe

**TEXT B:** a transcription from *Scrapbook for 1908* (broadcast in 1936).

**Key to discourse features**

<u>word</u>	underlining indicates a stressed syllable
(.)	a micropause
(1)	a timed pause in seconds
/	rising intonation
\	falling intonation
...	edit
wor.	incomplete word

the day was one of those windless sultry days we sometimes get in an English summer (1) dense crowds lined the whole course of the route (.) which added to the trials of the fifty-five runners (1) the collapse of many of the competitors was due to the heat and to the presence of the crowds (.) twenty-six miles of them (.) along the route (.) culminating in eighty thousand in the stadium ... the stadium was packed (1) and at last a figure tottered into it (.) almost unconscious (.) it was Dorando Pietri an Italian (1) he staggered round the track his legs sometimes moving up and down without making progress as in a dream (.) he fell more than once and the crowd shouted that he should not be left there (.) perhaps to expire in front of them all (1) finally he was assisted past the post and carried off th. an objection being raised (.) there was no alternative but to disqualify him

**TEXT C:** an extract from *Harry Potter and the Prisoner of Azkaban*.

‘Mount your brooms!’ said Madam Hooch. ‘Three ... two ... one ...’

The sound of her whistle was lost in the roar from the crowd as fourteen brooms rose into the air. Harry felt his hair fly back off his forehead; his nerves left him in the thrill of the flight; he glanced around, saw Malfoy on his tail, and sped off in search of the Snitch.

- 5 ‘And it’s Gryffindor in possession, Alice Spinnet of Gryffindor with the Quaffle, heading straight for the Slytherin goalposts, looking good, Alicia! Argh, no – Quaffle intercepted by Warrington, Warrington of Slytherin tearing up the pitch – WHAM! – nice Bludger work there by George Weasley, Warrington drops the Quaffle, it’s caught by – Johnson, Gryffindor back in possession, come on, Angelina – nice swerve round Montague – *duck, Angelina, that’s a Bludger!* – SHE SCORES! TEN-
- 10 ZERO TO GRYFFINDOR!’

Angelina punched the air as she soared round the end of the pitch; the sea of scarlet was screaming its delight –

‘OUCH!’


Angelina was nearly thrown from her broom as Marcus Flint went smashing into her.

- 15 ‘Sorry!’ said Flint, as the crowd booed. ‘Sorry, didn’t see you there.’

Next moment, Fred Weasley had chucked his Beater’s club at the back of Flint’s head. Flint’s nose smashed into the handle of his broom and began to bleed.

TEXT D: an extract from *Flaming Olympics*.

**SPRINTING!**  
**SENSATION!**



DATE: \_\_\_\_\_  
PAGE: \_\_\_\_\_  
NAME: \_\_\_\_\_


## ORSIPPES TRIPS UP!!

THE 'RUNNING-IN-ARMOUR' RACE ENDED IN A SENSATION AT YESTERDAY'S OLYMPIC GAMES IN ELIS WHEN HOT FAVOURITE ORSIPPES OF MEGARA LOST HIS TITLE AND A LOT MORE BESIDES! AT THE STARTING LINE, THOUGH THERE'D BEEN NO HINT OF WHAT WAS TO COME. ORSIPPES LOOKED SPLENDID IN HIS FULL OUTFIT. HIS HELMET SHONE. HIS CHEST PLATE SHONE. HIS LEG PLATES SHONE. HIS SHORTS DIDN'T SHINE THEY SHIMMERED. AND AS FOR HIS SHIELD... NEVER HAS A SOLDIER'S SHIELD SHIMMERED AND SHONE LIKE THAT SOLDIER'S SHIELD.

THE STARTER CALLED THEM TO THEIR MARKS. SHIMMERING ORSIPPES SHWAGGERED FORWARD WITH A CONFIDENT SMILE ON HIS FACE.

AS THE RACE STARTED ORSIPPES WENT QUICKLY INTO THE LEAD, HIS ARMOUR CLANKING LOUDLY. THE OTHER RUNNERS WERE OBVIOUSLY RATTLED. IT LOOKED AS THOUGH THE RACE WAS AS GOOD AS OVER.


SUDDENLY, ORSIPPES'S BELT CAME UNDONE! HIS SHORTS BEGAN TO

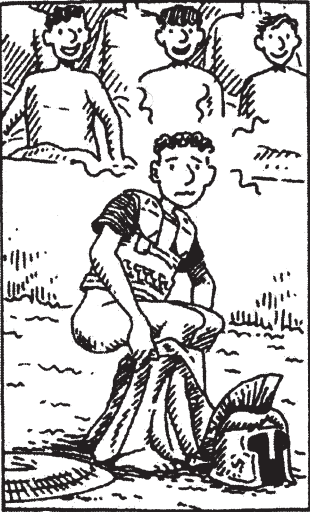


SUP. ANXIOUSLY, HE GAVE A LOOK BEHIND. IT WAS PRETTY CLEAR WHAT HAD HAPPENED.

SEEING THE OTHERS ON HIS TAIL ORSIPPES TRIED TO BELT A BIT FASTER. IT WAS NO GOOD. AS HE APPROACHED THE WINNING LINE EVERYBODY IN THE STADIUM COULD SEE THE END WAS IN SIGHT!

WITH A LOUD PING, ORSIPPES'S BELT FINALLY GAVE WAY. HIS LEGS BUCKLED. HIS SHORTS SLIPPED DOWN TO HIS ANKLES. MOMENTS LATER HE TRIPPED OVER THEM! ALL HE COULD DO WAS LIE FLAT ON HIS FACE AS THE OTHER RUNNERS SURGED PAST.





'THEY ALL LAUGHED AT ME' SAID ORSIPPES AFTER THE RACE.

'WHAT A CHEEK!'

HE SOUNDED VERY SORE ABOUT THINGS - NOT TOO SURPRISING CONSIDERING THE RESULT HAD LEFT HIM IN BOTTOM POSITION!

THE SAME THING WILL NEVER HAPPEN AGAIN, THOUGH. FROM NOW ON, COMPETITORS WILL WEAR ONLY A HELMET AND CARRY A SHIELD. THEY WILL NOT WEAR SHORTS AT ALL.

AS ONE OFFICIAL TOLD ME: 'NEXT TIME, WHEN THE RACE STARTS AND THE CROWD SHOUT 'THEY'RE OFF!' IT'LL MEAN JUST THAT.'

Reproduced from *Flaming Olympics*, Michael Coleman  
(Aidan Potts - illustrator), Scholastic Children's Books, 2004

*You are advised to spend no more than 1 hour on Question 2, which carries one quarter of the marks for this unit.*

*Use Texts A-D to help you answer **all parts** of Question 2. You may introduce material of your own to help you in your responses.*

- 2.** (i) Write **the opening of a short story** set at a sporting event. You must include descriptions of the setting and the spectators (approximately 200 words).
- (ii) Imagine that you have formed a student sports club. Write **a flyer or pamphlet** that encourages people to join your club. You should appeal to students who may wish to participate actively in the sport, and those who may wish to be spectators (approximately 100 words).
- You can choose to advertise any sport e.g. rugby, skateboarding, bowls, tennis, kayaking, netball, hockey, surfing etc.
- (iii) Write **an analytical commentary** exploring and explaining your choices of:
- \* style
  - \* form
  - \* content
- in **both** the story and the flyer (approximately 250 words).