



GCE A level

405/01

ENGLISH LANGUAGE AND LITERATURE
ELL5: The Language of Literature and
Speech

A.M. FRIDAY, 13 June 2008

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.

Margaret Atwood: The Handmaid's Tale

Either,

1. Consider the ways in which Atwood presents religion in *The Handmaid's Tale*. Remember to show evidence of combined literary and linguistic study in your response.

Or,

2. Discuss Atwood's presentation of the Commander and his role in the novel. Remember to show evidence of combined literary and linguistic study in your response.

Brian Friel: Translations

Or,

3. Consider Friel's use of names and naming in *Translations*. Remember to show evidence of combined literary and linguistic study in your response.

Or,

4. Discuss Friel's presentation of the conflict between the English and the Irish in *Translations*. Remember to show evidence of combined literary and linguistic study in your response.

Seamus Heaney: New Selected Poems

Or,

5. Discuss Heaney's exploration of death in 'The Tollund Man' and two other poems. Remember to show evidence of combined literary and linguistic study in your response.

Or,

6. Choose and discuss three poems which you feel illustrate Heaney's use of landscape and the natural world. Remember to show evidence of combined literary and linguistic study in your response.

Kazuo Ishiguro: The Remains of the Day

Or,

7. Consider some of the ways in which Ishiguro uses minor characters in *The Remains of the Day*. Remember to show evidence of combined literary and linguistic study in your response.

Or,

8. Discuss Ishiguro's presentation of the events of the 1923 conference and the importance of these events to the themes of the novel. Remember to show evidence of combined literary and linguistic study in your response.

David Mamet: Oleanna

Or,

9. Discuss the view that 'Mamet makes it impossible for us to take sides because neither character is particularly likeable'. Remember to show evidence of combined literary and linguistic study in your response.

Or,

10. Discuss how Mamet presents different kinds of conflict in *Oleanna*. Remember to show evidence of combined literary and linguistic study in your response.

R.S.Thomas: Selected Poems

Or,

11. Consider Thomas's use of different speakers in at least three poems. Remember to use evidence of combined literary and linguistic study in your response.

Or,

12. 'The relationship between Thomas and his country was a strange one.' Consider three poems which express different views of Wales and the Welsh. Remember to use evidence of combined literary and linguistic study in your response.

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SECTION B

Answer this compulsory question.

Text A is taken from *All Quiet on the Western Front*, a film about World War I, made in 1930. In this extract a group of off-duty German soldiers are talking among themselves.

Text B is from a BBC Radio broadcast to the United States in October 1938. The speaker is Winston Churchill.

Text C is from *The Wilson Years*, a history of Harold Wilson's time as Labour Prime Minister, broadcast on Radio 3 in 1990. The speaker is the Labour politician, Barbara Castle.

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

In your response you should explore:

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

Use **linguistic** approaches where appropriate such as:

- discourse structure
- discourse features
- grammar
- lexis.

Key to discourse markers:

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

Text A: an extract from the film *All Quiet on the Western Front* (1930).

Soldier 1: the French certainly deserve to be punished for starting this war

Soldier 2: everybody says it's somebody else

Soldier 3: well (.) how do they start a war

Soldier 1: well one country offends another

5 **Soldier 3:** how could one country offend another (.) you mean there's a mountain over in Germany gets mad at a field in France

Soldier 1: well stupid one people offends another

Soldier 3: oh that's it (.) I shouldn't be here at all (.) I don't feel offended

Soldier 2: it don't apply to tramps like you

10 **Soldier 3:** good then I can be going home right away

Soldier 4: aah you you just try it

Soldier 2: you wanna get shot

Soldier 3: the kaiser and me

(laughter)

15 **Soldier 3:** me and the kaiser felt just alike about this war (.) we didn't neither of us want any war so I'm going home (2) he's there already

Soldier 5: I think (.) maybe (.) the kaiser wanted a war

Soldier 2: I don't see that (.) the kaiser's got everything he needs

Soldier 5: well he never had a war before

Text B: Winston Churchill on BBC radio (1938)

Alexander the Great remarked (3) that the people of Asia were slaves (.) because they had not learned to pronounce the word no (1) let that not be the epitaph of the English speaking people (.) or of parliamentary democracy (.) or of France (.) or of the many surviving liberal states of Europe (1) there in one single word is the resolve (.) which the forces of freedom and progress (.) of tolerance and goodwill (.) should take (1) it is not in the power of one nation (.) however formidably armed (1) still less is it in the power of a small group of men (.) violent ruthless men (.) it is not in their power to cramp and batter the forward march of human destiny (.) the preponderant world forces are upon our side (.) they have but to be combined (.) to be obeyed we must arm (1) Britain must arm (1) America must arm

Text C: Barbara Castle on *The Wilson Years*

I think one of Harold's greatest failures was over Vietnam (1) it started almost immediately when we got into office October 64 when the (.) one of the first things he did was to go to Washington ah and (.) make his mark with President Johnson and the two got on like old buddies (1) and Harold came back I think so pleased (.) and after that he was very reluctant to do anything to offend the Americans (.) but er the Vietnam War struck at the very soul of the Labour Party (.) it was so barbaric it was so unnecessary it was so wasteful oh it was so cruel (.) and to do Harold justice he did continue to refuse American pressure that we should put in troops (.) mind you I think all his cabinet most of them would have resigned if he'd tried um but he just manoeuvred and manoeuvred (.) he wouldn't condemn the Americans not even when they were bombing in the most appalling way