



**ADVANCED GCE**  
**ENGLISH LANGUAGE**  
Culture, Language and Identity

**F653/RB**

**READING BOOKLET**

**Wednesday 27 January 2010**  
**Morning**

**Duration: 2 hours**  
(+15 minutes reading time)



- **The first fifteen minutes are for reading the passages in this Reading Booklet.**
- During this time you may make any annotations you choose on the passages themselves.
- The questions for this examination are given in a separate booklet.
- **You must not open the question paper, or write anything in your Answer Booklet, until instructed to do so.**
- The Invigilator will tell you when the fifteen minutes begin and end.
- You will then be allowed to open the question paper.
- You will be required to answer **the question from Section A** and **one other question** from Section B or Section C **or** Section D.
- You will have **two hours** to work on the tasks.
- This document consists of **16** pages. Any blank pages are indicated.

The material in this Reading Booklet relates to the questions in the question paper.

You will be required to answer **the question from Section A** and **one other question** from Section B **or** Section C **or** Section D.

<b>CONTENTS</b>	<b>Pages</b>
<b>Section A – Language and Speech</b> Passages a, b, c, d	3
<b>Section B – The Language of Popular Written Texts</b> Passages e, f, g	4–6
<b>Section C – Language and Cultural Production</b> Passages h, i, j, k	8–10
<b>Section D – Language Power and Identity</b> Passages l, m and n	12–13

You will be required to answer **the question from Section A** and **one other question** from Section B **or** Section C **or** Section D.

## Section A – Language and Speech

### Compulsory Section

- 1 In passages (a), (b), (c) and (d) the respective authors are writing about features of English pronunciation.

#### Passage (a)

FROM AN ARTICLE WRITTEN BY PUPILS ABOUT A PARTICULAR OLDER TEACHER.

His oratory was a little difficult to follow. Such words as *laboratory* he was supposed to be able to pronounce in one syllable; *fish sauce* stood for official sources, *hairpin* for high opinion, *temmince* for ten minutes and *haice* was meant to be house. [1880]

#### Passage (b)

FROM AN UNDERGRADUATE LANGUAGE ESSAY.

Everyone pronounces words which signify an accent. Listen to a recording of yourself and concentrate upon how you pronounce vowels in words. Different sounds have different associations. Some can be called posh, some are called common. Some are thought of as harsh and some gentle. Where do you think you fit in to this? [1965]

#### Passage (c)

ADAPTED FROM A NEWSPAPER ARTICLE.

As a well-motivated young girl she should be able to find work easily. Then she was given the chance of a mock interview. Out of the mouth of this serious girl came an impenetrable, sub literate, provincial noise. It was impossible to describe and quite excruciating to listen to. We learnt it was Geordie in origin, but it might equally well have been Liverpool or Sheffield. Clearly she had never thought about how certain pronunciations in English are often entirely unacceptable to listeners. [1980]

#### Passage (d)

ADAPTED FROM A TEXTBOOK ON ACCENTS AND DIALECTS.

RP itself is not fixed in its phonics. Today there is a tendency for certain triphthongs and diphthongs to become monophthongs. Thus the word *tyre*, once commonly pronounced /taiə/ (triphthong), is now increasingly reduced to /ta/ (monophthong) having the same pronunciation as tar. [1990]

You will be required to answer **one** question from Section B **or** Section C **or** Section D.

**EITHER**

**Section B – The Language of Popular Written Texts**

- 2 Passages (e), (f) and (g) are taken from autobiographies. Passages (e) and (f) date from the 21st century and were written by well-known media personalities. Passage (g) was written in 1933; the author is reflecting upon the years between the late 19th century and 1925.

**Passage (e)**

Prologue

I may have been in your life for many years, as a vaguely remembered name, or as a shadow on a flickering television screen in the background; or this may be the first time we've met. In any case I've been in your home – but through an appalling oversight I have never invited you into my house until now. You can't say you really know someone until you've seen where and how they live. My house is my home, where all my life is assembled; all thoughts and memories from my earliest days up to this very moment are here, and this book will be a tour of ... well, to be frank, me. 5

Q. Can we ask questions?

A. Of course you can. I prefer to talk to people like this, one to one, heart to heart – and we can go at your speed because you are a welcome visitor. 10

Q. In that case, where is your husband?

A. I want you to know that my husband Stephen is not in the house at the moment. He is far away in Chicago, working on an opera, so we can get this show on the road and poke about without disturbing him. He's rather private, actually, and although I know he's very happy that you're touring my heart, my life, my home, he cannot be here. I thought we'd start at the beginning of my life in the hall, and end up in the attic, which is as far as we can go without climbing on to the roof tiles. Just as rooms contain all sorts of different things, so this book will hop from memory to memory; in effect it will be in real time – and because I speak rather fast, I think we can cram it all in during this one precious visit. But look! I'm talking like this and you haven't even got over the threshold. Please come in. 15  
20

## Passage (f)

## Prologue

When I was a little boy I wanted to be like Shirley Bassey. I longed for those rare occasions when my brothers were out of the bedroom so I could close the curtains, turn off the light, and put Shirley on the record player. I would strut around the room waving my arms, clenching my fists, stroking my curves, throwing my head from side to side. 5

I'd like to run away from you – and if I could,  
You know I would,  
But I would die.

My very first performances were on the front doorstep, or at the old people's home round the corner. I'd go and sing to the old dears. 10

My old man  
Said follow the van,  
And don't dilly dally on the way ...

Music was my only friend, a way of escaping the isolation. The World of Pop seemed the perfect place for a boy like me. Boys at school called Marc Bolan and Mickey Finn, 'fucking queers'. I collected pictures of them, they were my rock 'n' roll Romeo and Juliet. 15

I preferred the company of girls, swapping beads and broken jewellery, dreaming and scheming, singing the latest pop songs. Girls had a capacity for endless chat. They were a good audience too. I never wanted to give up the stage, always hogging the limelight. I hated football and climbing trees. I much preferred the Good Ship Lollipop. I would rush home from school to watch *Junior Showtime*. I even wrote letters trying to get an audition on *Opportunity Knocks*. 20

Dad found an old fifties record player and gave it to us for our room. Only Richard and I used it. The others weren't into music. The first records I had were 'Alexander Beetle' and 'Brand New Key' by Melanie, 'Yellow River' by Christie, 'Gypsies, Tramps and Thieves' by Cher. I played them as loud as I could and sang along. Mum and Dad's old records too, Frank Sinatra, Pearl Bailey, Peggy Lee, Judy Garland. It didn't matter that they weren't in the charts. I learnt the words to every song I heard. If they weren't audible I made up my own. 25

On Saturday afternoons I watched the old films, *The King and I*, *South Pacific*, the Busby Berkeley musicals, *Gold Diggers of 1933*, *Forty-Second Street*. I loved Fred Astaire and Ginger Rogers, Alice Fay, Rosemary Clooney, Shirley Temple, Mickey Rooney, and Al Jolson. I'd dance around and sing. 30

I'm gonna wash that man right outta my hair.  
And send him on his way ... 35

I tried in vain to be like other kids. I couldn't hide my feminine nature.

My earliest memory is from when I was six. I was page boy at Uncle Davey and Auntie Jan's wedding – I wore knee-length red velvet trousers, black cummerbund, white ruffled shirt and, best of all, black patent shoes with a huge silver buckle on the front. I was so proud of that outfit, strutting around like Little Lord Fauntleroy. 40

## Passage (g)

CHAPTER I  
FORWARD FROM NEWCASTLE  
THE WAR GENERATION: AVE

In cities and in hamlets we were born,  
 And little towns behind the van of time; 5  
 A closing era mocked our guileless dawn  
 With jingles of a military rhyme.  
 But in that song we heard no warning chime,  
 Nor visualised in hours benign and sweet  
 The threatening woe that our adventurous feet 10  
 Would starkly meet.

Thus we began, amid the echoes blown  
 Across our childhood from an earlier war,  
 Too dim, too soon forgotten, to dethrone  
 Those dreams of happiness we thought secure; 15  
 While, imminent and fierce outside the door,  
 Watching a generation grow to flower,  
 The fate that held our youth within its power  
 Waited its hour.

V.B., 1932 20

## I

When the Great War broke out, it came to me not as a superlative tragedy, but as an interruption of the most exasperating kind to my personal plans.

To explain the reason for this egotistical view of history's greatest disaster, it is necessary to go back a little – to go back, though not only for a moment, as far as the decadent 'nineties, in which I opened 25  
 my eyes upon the none-too-promising day. I have, indeed, the honour of sharing with Robert Graves the subject of my earliest recollection, which is that of watching, as a tiny child, the flags flying in the streets of Macclesfield for Queen Victoria's Diamond Jubilee.

Fortunately there is no need to emulate my contemporary's *Good-bye to All That*\* in travelling still 30  
 further back into the ponderous Victorianism of the nineteenth century, for no set of ancestors could have been less conspicuous or more robustly "low-brow" than mine. Although I was born in the "Mauve Decade", the heyday of the Yellow Book and the Green Carnation, I would confidently bet that none of my relatives had ever heard of Max Beerbohm or Aubrey Beardsley, and if indeed the name of Oscar Wilde awakened any response in their minds, it was not admiration of his works, but disapproval of his morals.

My father's family came from Staffordshire; the first place-names bound up with my childish memories 35  
 are those of the "Five Towns" and their surrounding villages – Stoke, Hanley, Burslem, Newcastle, Longport, Trentham, Barlaston and Stone – and I still remember seeing, at a very early age, alarming glimpses through a train window of the pot-bank furnaces flaming angrily against a black winter sky. At an old house in Barlaston – then, as now, associated with the large and dominant Wedgwood family – my father and most of his eleven brothers and sisters were born. 40

The records of my more distant predecessors are few, but they appear to have been composed of that 45  
 mixture of local business men and country gentlemen of independent means which is not uncommon in the Midland counties. They had lived in the neighbourhood of the Pottery towns for several generations, and estimated themselves somewhat highly in importance, though there is no evidence that any of them did anything of more than local importance. The only ancestor of whom our scanty family documents record any achievement is a certain Richard Britain, who was Mayor of Newcastle-under-Lyme in 1741. The others were mostly small bankers, land agents, and manufacturers on a family scale.

\**Goodbye to All That*: a book published in 1929 by the author Robert Graves. It concerned his experience as a soldier in World War I.

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**TURN OVER FOR SECTION C**

You will be required to answer **one** question from Section B **or** Section C **or** Section D.

**OR**

**Section C – Language and Cultural Production**

- 3** Passages (h), (i), (j) and (k) illustrate diversity of language use and its effect upon contemporary culture.

**Passage (h)**

FROM AN ARTICLE ABOUT DEVELOPMENTS IN WEBSPEAK

... Lolcat is a subdialect of webspeak, which grew out of the fad for web-users to post “image macros” – various cute pictures of cats accompanied with linguistically sub-prime slogans. Thus a photo of a kitten wrapped up in a towel says “I is a burrito”; another cat, nose-to-nose with a rabbit, proclaims “im in yur gardn luvn yur bunnies”. Users are invited to create a ‘snowclone’ where a base clause has certain gaps that can be filled in by users to demonstrate their linguistic capabilities. An example is: ‘im in yur X Y-ing yur Z’s’ ... Lolcat and snowclones are highly rule-governed. Examples are given of Lolcatters disapproviing of slogans that fail to use enough non-standard grammar or orthography – “ur doin it rong”! ...

5

**Passage (i)**

ADAPTED FROM A BOOK REVIEW ABOUT WORDS AND IMAGES

... Literature’s lack of definition stimulates our imagination in a way that pictures and symbols cannot. When reading we have to create images in our minds as we go along, and this is the one reason why we feel possessive about books we have read. We sense, rightly, that we have partly written them and we feel an author’s indignation when film or television adaptations have got them wrong ... If reading stimulates the imagination, it seems reasonable to suggest that the eclipse of reading caused by the growth of modern visual and digital media will affect our ability to imagine ...

5



**Passage (j)**

FROM AN ARTICLE IN A CONTEMPORARY EDUCATIONAL PUBLICATION

*Young times*

## Classroom? Chat room!

YouTube, MySpace, Facebook: communicating via the internet is all the rage.  
Should blogging and vlogging be on our schools' curriculum?

Forget dusty old books, and old-fashioned pens and paper – soon you'll be making videos for homework, according to a new report. 5

Some schools, such as Broadclyst Primary in Devon, are already embracing online learning. Now the research group Demos has called for blogs, online diaries and video podcasts to become part of every school's curriculum.

Britons watch more than 3.6 billion videos online every month, and people from Lily Allen to David Cameron are blogging and podcasting. 10

Demos thinks it's vital that young people learn how to make videos because in future we will use them for such things as job applications. Celia Hannon, a researcher at Demos, says: "We have to recognise that we are living in an age in which many of the most important messages are made using videos and images. 15

"Schools have a responsibility to equip our young people with the tools that they need for this form of communication."

She gives the example of Barack Obama, who has been called the world's first YouTube politician because he set up his own channel on the site to communicate with voters. 20

So video is getting the world excited about politics and allowing people to share their stories – but these new freedoms come with strings attached.

Young people are living their lives in the public eye by posting images, diaries and videos of themselves on the internet. Hannon says that we don't know enough about where those images could end up, and cautions that, along with video-making, teenagers should be taught about issues such as privacy and piracy. 25

Employers are already thought to be checking out job applicants' Facebook profiles. So you might pause for thought before you post that video of yourself running around the garden in your pyjamas – it could come back to haunt you!

Passage (k)

SCATTERED ABOUT THE CITY WERE THE THREE ORGANS OF THE CORPORATE-GOVERNMENT COMPLEX:



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**TURN OVER FOR SECTION D**

You will be required to answer **one** question from Section B **or** Section C **or** Section D.

OR

**Section D – Language Power and Identity**

- 4 Passages (l), (m) and (n) are all of recent origin. Each one considers particular aspects of identity, focusing on young people.

**Passage (l)**

Subcultures of the British Teenage Population

Many people over the past few years have become aware of the wide variety of teenage subcultures in the UK. For example, when on shopping trips in certain parts of England, people are often set upon by ‘scally’ groups. This of course means that they quickly move to the opposite side of the road and begin to shout abuse from a distance, along the lines of:

5

*‘Ahh ... you a Goth are you?  
‘Moshers! Go home!!’*

It has amused many onlookers that these scallies look, on average, about 12 years old, and are all dressed alike, with tracksuit bottoms tucked into their socks, girls with scrunchies – rather like we were back in the 1980s. However, scallies are not the only group to have multiplied and exerted their force on an unsuspecting Britain, and although the names might be different in different parts of Britain, the descriptions are often the same. This is a list of teenage stereotypes, describing some of their ‘best’ features. This list is entirely comprised of opinion and hearsay, as this is probably what created these groups in the first place.

10

15

Note: It often happens that these subcultures are defined slightly differently in different parts of the UK, and these findings are based mainly on the subcultures found in and around the north-west of England.

Scallies, and their offspring ...

**The Scally:** Originating in Liverpool, the overflow of this group has been tremendous. They don’t speak proper English and prefer to use syllable sounds like ‘ay’ instead. They can be identified by their characteristic ‘pants-tucked-in-socks’ look. Girls are also noticeable due to their wearing the aforementioned ‘scrunchies’ and excessive use of ‘applied-with-a-trowel’ make-up. Often to be found in ‘Can Gangs’.

20

**The Kappa Slapper:** Very similar to a scally, but so-called because they wear an indecent amount of Kappa sports gear. Found in the Runcorn/Vale Royal area of Cheshire.

25

**The Meader:** Kappa Slappers found in Bristol, named after an area of Bristol called Southmead, from which the style is thought to be most popular. However one need not herald from Southmead to be a Meader.

**The Townie:** Again, another name for a scally, but found in Cornwall, Essex, Manchester, Birmingham and Warrington, as well as many other places in Britain.

30

**Passage (m)**

FROM AN ARTICLE ABOUT CLASS DIFFERENCES BETWEEN TEENAGERS.

The *Cutting Edge* documentary, *Rich Kid, Poor Kid*, featured two teenage girls from the same street. Alice was middle class and educated. Natalie was poor, living in a rundown council flat. Alice took the rancid biscuit—drooling over who she knew on the rich list and ranting about ‘state school kids’ and ‘chavs’, for whom she had nothing but contempt, even before they mugged her for her mobile phone. ‘I don’t give a shit what state-school kids do’, declared Alice, ‘They can all die for all I care.’ 5

Are we incubating the first generation of teenagers who hate, despise and avoid each other? ... The shocking thing about Alice is not that she is an aberration, but that she fits right in. While I used to think the problem with ‘yoof’ was their lack of curiosity about other generations, Alice proves they have little interest in each other. That is, outside their own rigid social circles, which still seem to revolve endlessly, toxically, around who is or isn’t a ‘chav.’ 10

Even my own daughter bitches with her mates about ‘chavs’ – when, as I keep telling them, with their constant texting, matted hair, and tragic posing with cigs on *Facebook*, they’re the biggest bunch of ‘chavs’ I’ve have ever seen. But they are angels compared to ‘gels’ like Alice. It isn’t just the snobbery that’s so unnerving. It’s the gloating pride these youngsters seem to take in their frankly bog-ordinary middle-class existences ... 15

**Passage (n)**

FROM AN ARTICLE ABOUT YOUNG TEENAGERS AND CELEBRITY CULTURE.

Most people find it hard to believe that Amy is 13. The excessively coiffed hair, the spray tan, the false eyelashes, the make-up, the talon-like acrylic nails, all speak of someone far older.

Amy of course is rather pleased with this state of affairs. Her idol is glamour model Jordan a pneumatic-chested mother-of-three, who has developed a grip on the minds of the nation’s young teenage girls ... 5

Speaking with a candour that fails to mask her naivety, 13-year-old Amy says: ‘I think to be successful these days you have to make yourself stand out, and having a boob job and wearing lots of make-up and sexy clothes gets you noticed. I quite enjoy school, but I’d like to leave soon and start modelling as soon as I can ... I’ve been mad about clothes, hair and make-up from the age of eight’, says Amy, who has had a boyfriend for the past nine months. ‘I read *OK!* and *Heat* magazines and I model the way I look on the celebrities in there. I put on lots of make-up, have my hair done by mum at least once a month, and mum also pays for me to have spray tans. I also have my acrylic nails done every month, and mum gives me facials.’ 10 15

‘When I am getting ready to go out, I spend loads of time on my face and hair, getting my look just right. I also love to put on false eyelashes, and I know I turn heads when I walk down the street. I am desperate to have a boob job and my ultimate aim is to be a glamour model, which is why I want a breast enlargement. I don’t think I am too young to look the way I do’... 20





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