



ADVANCED GCE

ENGLISH LANGUAGE AND LITERATURE

Experience into Words

2719/RB

READING BOOKLET

Thursday 27 May 2010
Afternoon

Duration: 2 hours 15 minutes



- **The first fifteen minutes of the examination 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 on a separate sheet.
- **You must not turn over the question sheet, 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 have **two hours** to work on the tasks.
- This document consists of **4** pages. Any blank pages are indicated.

Passage A

The poem below is by Carol Ann Duffy. In it, a teacher introduces and concludes a visit by a poet who has come to give a reading to an English class.

Head of English

Today we have a poet in the class.
 A real live poet with a published book.
 Notice the inkstained fingers girls. Perhaps
 we're going to witness verse hot from the press.
 Who knows. Please show your appreciation 5
 by clapping. Not too loud. Now

sit up straight and listen. Remember
 the lesson on assonance, for not all poems,
 sadly, rhyme these days. Still. Never mind.
 Whispering's, as always, out of bounds – 10
 but do feel free to raise some questions.
 After all, we're paying forty pounds.

Those of you with English Second Language
 see me after break. We're fortunate
 to have this person in our midst. 15
 Season of mists and so on and so forth.
 I've written quite a bit of poetry myself,
 am doing Kipling with the Lower Fourth.

Right. That's enough from me. On with the Muse.
 Open a window at the back. We don't 20
 want winds of change about the place.
 Take notes, but don't write reams. Just an essay
 on the poet's themes. Fine. Off we go.
 Convince us that there's something we don't know.

Well. Really. Run along now girls. I'm sure 25
 that gave an insight to an outside view.
 Applause will do. Thank you
 very much for coming here today. Lunch
 in the hall? Do hang about. Unfortunately
 I have to dash. Tracey will show you out. 30

Passage B

The passage below is a transcription from an interview with the Scottish broadcaster Muriel Gray. In it she deplores the manner in which the English language is apparently being deprived of its feeling and spontaneity: American terms are being imported and people are speaking in ways which conceal their real origins.

The following key can be used as a guide:

- (.) – micro pause
 _____ – stressed word or phrase

n yet there can be a kind a kind of delicious creativity in putting words together (.) yet (.) they have to make up (.) loodicrus words n torture sentences until they scream out for mercy (.) erm (.) throoput (.) downsizing (.) ye no (.) lets run it up the flagpole (.) no lets not do eny of that (.) lets (.) just tork propaly (.) now (.) im im a sure sure th that theres some kind of central orifice somewhere in america (.) probablee in eye da ho (.) a somewhere where people just make up orful words (.) n terrible ways to ruen sentences (.) those are the people who need to be found vary quickly (.) by the special air services n taken out (.) ye see taken out (.) like theres an example of an americanism (.) a euphemism for killing (.) n the guy richy thing was the most delicious i herd (.) i had i didnt no enytthing about his background so jus t hear dacking n diving and then the wedding to madonna (.) his father arrived (.) wah marvellously happy madonnas a sooper yang gal n (.) he he (.) thats nought right (.) how come yoo speak like that n yoo speak like this

5

10

Passage C

The passage below is an extract from an article by the newspaper columnist Richard Littlejohn. In it he suggests that teachers need to ensure that children learn about language in a certain way, no matter how boring it may be.

Opposition has centred on government attempts to bring in testing at regular intervals. In typical fashion, the first tests were cumbersome and involved mountains of paperwork. What else should we expect from the bureaucrats at the Department of Education? But these problems have now been sorted out. Testing need not be difficult. When I was at school, we were tested every week on spelling and arithmetic. It wouldn't take long for a teacher to mark a simple paper and record the results. All the government required for seven-year-olds was that they know the alphabet and could read aloud thirty common words. It can't be all that difficult. By the time he was three, my son could repeat off by heart the words: 'Brown, Baker, Henry, Blanchflower, Norman, Mackay, Jones, White, Smith, Allen, Dyson'¹. But what the activists in the NUT² object to is testing *per se*³. Because those really being tested are the teachers. And they are worried that their own incompetence and inadequacy would be exposed. At one teaching conference, a headmistress from Rotherham was given a standing ovation when she insisted she would rather break the law than force pupils to sit a test which made them cry. Silly cow. 4B must see her as a soft touch. 5 10

That gets to the heart of the whole debate about self-expression – the idea that kids learn more by sticking their hands in a bucket of play-dough and pretending to be a tree than by reading Richmal Crompton or Shakespeare. For some reason or other, the thinking today is that lessons have to be 'fun'. Whoever said that school was meant to be a barrel of laughs? It can be bloody hard work, like life. If children aren't forced to take spelling tests which make them cry, is it any wonder they end up sitting in shop doorways behind a makeshift cardboard sign reading: '*Hungrey, homles and jobles*'. What teachers really mean when they say they want lessons to be more interesting is more interesting for *them*. It must be pretty dull listening to year after year of snotty-nosed kids chanting 'One two is two, two twos are four, three twos are six' for most of your working life. But teaching, like all jobs, involves routine and drudgery. The best teachers acknowledge that. In that respect teaching is no different from most other walks of life. Can you imagine if bus drivers decided to vary their routine every day, ostensibly to make life more interesting for the passengers, and never took the same route twice. No one would ever know where the bloody hell they were. 15 20 25

Teaching should be a vocation, not just a job.

¹ Tottenham Hotspur football team of the 1960s

² NUT: National Union of Teachers

³ *per se*: for its own sake

Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.