

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

**F653**

Candidates answer on the Answer Booklet

**OCR Supplied Materials:**

- 16 page Answer Booklet
- Reading Booklet (F653/RB)

**Other Materials Required:**

None

**Thursday 24 June 2010**  
**Morning**

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

**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- If you use more than one booklet, fasten them together.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Read the instructions about reading time on the front of the Reading Booklet before you start.
- Answer **the question from Section A** and **one** other question from Section B **or** Section C **or** Section D.
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The **first fifteen minutes** are for reading the passages in the **Reading Booklet**.
- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- A list of phonemic symbols is included on the last page. You may use this if you wish, but it is **not** compulsory to use these symbols in your answer.
- This document consists of **8** pages. Any blank pages are indicated.

Answer **the question in 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), (d) and (e) (printed in the Reading Booklet accompanying this question paper) the respective authors are writing about attitudes to speech and accents.

**By close reference to the passages analyse ways in which issues about speech and accent are presented. You should evaluate the significance of contextual factors such as time, place and mode of production and how these affect the language in the passages.**

**In your answer you should refer, as appropriate, to specific linguistic details in the passages. Where relevant you should use phonemic symbols and signs (printed on the last page of this booklet) and make reference to your wider studies of language and speech. [30]**

Answer **one** question from Section B **or** Section C **or** Section D.

**EITHER**

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

- 2 Passages (f), (g) and (h) (printed in the Reading Booklet accompanying this question paper) are set in schools. They were all written in the latter part of the 20<sup>th</sup> century. Passages (g) and (h) were written for adult audiences.

**By close reference to the passages analyse and evaluate ways in which contextual factors such as time, place and mode of production influence the ways in which the writers present schools and school life.**

**In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your wider studies of the language of popular written texts. [30]**

**OR**

**Section C – Language and Cultural Production**

- 3 Passages (i), (j) and (k) (printed in the Reading Booklet accompanying this question paper) are concerned with the popular cultural character, James Bond.

**By close reference to the passages analyse and evaluate ways in which contextual factors such as time, place and mode of production determine specific choices of language used in creating the image of a popular cultural hero.**

**In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your wider studies of language and cultural production. [30]**

**OR**

**Section D – Language Power and Identity**

- 4 Passages (l), (m), (n) and (o) (printed in the Reading Booklet accompanying this question paper) are concerned with different aspects of money and its importance in our lives. Passage (l) was written in 1906. Passages (m), (n) and (o) were written in the 21<sup>st</sup> century.

**By close reference to the passages analyse and evaluate ways in which contextual factors such as time, place and mode of production affect how the writers use language to present the importance of money.**

**In your answer you should refer, as appropriate, to specific linguistic details in the passages and, where relevant, to your wider studies of language, power and identity. [30]**







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## List of Phonemic Symbols and Signs (RP)

### 1. CONSONANTS OF ENGLISH

|      |   |                          |
|------|---|--------------------------|
| /f/  | — | fat, rough               |
| /v/  | — | very, village, love      |
| /θ/  | — | theatre, thank, athlete  |
| /ð/  | — | this, them, with, either |
| /s/  | — | sing, thinks, losses     |
| /z/  | — | zoo, beds, easy          |
| /ʃ/  | — | sugar, bush              |
| /ʒ/  | — | pleasure, beige          |
| /h/  | — | high, hit, behind        |
| /p/  | — | pit, top, spit           |
| /t/  | — | tip, pot, steep          |
| /k/  | — | keep, tick, scare        |
| /b/  | — | bad, rub                 |
| /d/  | — | bad, dim                 |
| /g/  | — | gun, big                 |
| /tʃ/ | — | church, lunch            |
| /dʒ/ | — | judge, gin, jury         |
| /m/  | — | mad, jam, small          |
| /n/  | — | man, no, snow            |
| /ŋ/  | — | singer, long             |
| /l/  | — | loud, kill, play         |
| /j/  | — | you, pure                |
| /w/  | — | one, when, sweet         |
| /r/  | — | rim, bread               |

### 2. PURE VOWELS OF ENGLISH

|      |   |                        |
|------|---|------------------------|
| /i:/ | — | beat, keep             |
| /ɪ/  | — | bit, tip, busy         |
| /e/  | — | bet, many              |
| /æ/  | — | bat                    |
| /ʌ/  | — | cup, son, blood        |
| /ɑ:/ | — | car, heart, calm, aunt |
| /ɒ/  | — | pot, want              |
| /ɔ:/ | — | port, saw, talk        |
| /ə/  | — | about                  |
| /ɜ:/ | — | word, bird             |
| /ʊ/  | — | book, wood, put        |
| /u:/ | — | food, soup, rude       |

### 3. DIPHTHONGS OF ENGLISH

|      |   |                  |
|------|---|------------------|
| /eɪ/ | — | late, day, great |
| /aɪ/ | — | time, high, die  |
| /ɔɪ/ | — | boy, noise       |
| /aʊ/ | — | cow, house, town |
| /əʊ/ | — | boat, home, know |
| /ɪə/ | — | ear, here        |
| /eə/ | — | air, care, chair |
| /ʊə/ | — | jury, cure       |