

Answer TWO questions: ONE from Section A and ONE from Section B.

This unit focuses on Assessment Objectives AO2ii and AO4, and also assesses AO1 and AO3ii.

SECTION A: PRE-1770 POETRY

Answer ONE question from this section.

1. CHAUCER: *The Merchant's Tale* ed. Hussey (CUP)

Either:

- (a) 'In *The Merchant's Tale*, Chaucer makes use of the conventions of medieval courtly love, but only to distort and corrupt them.'

How far would you agree that Chaucer's choice of narrator and use of characterisation and language create a cynical and crude attitude to love throughout the tale?

Or:

- (b) Remind yourself of lines 654–716 from 'Now wol I speke of woful Damyan,' to 'Til that ye slepe faste by my side.'

Comment on the effectiveness of the narrative techniques, literary devices and language choices used by Chaucer to create dramatic tension and to provide the underlying comedy in this episode. How successfully does it prepare us for the key events which follow?

(Total 50 marks)

2. MILTON: *Selected Poems* (Dover)

Either:

- (a) In many of Milton's poems, feelings of anxiety and/or loss are balanced by evidence of hope and consolation. With close reference to any **two** or **three** poems of your choice, consider how effectively Milton uses imagery, syntax and verse form to communicate these emotions to his readers.

Or:

- (b) 'Comus' has been described as a poem that is 'essentially about temptation'.

How successfully does Milton use language, poetic devices and dramatic techniques to explore the conflict between good and evil in 'Comus'?

(Total 50 marks)



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3. *Eight Metaphysical Poets* ed. Dalglish (Heinemann)

Either:

- (a) ‘Metaphysical poetry makes great demands of the reader.’

Choose **two** or **three** poems by **two different** poets that you consider make great demands on the reader and explore the effectiveness of the poets’ choices of syntax, language and phonological techniques.

Or:

- (b) The poems in this collection illustrate a variety of experiences of love.

With close reference to **either** Carew’s ‘To my inconstant Mistris’ **or** Marvell’s ‘The Definition of Love’ and **one** other poem of your choice, discuss how successfully the poets use language, imagery and verse form to convey their own particular experience of love.

(Total 50 marks)

4. *Edexcel Poetry Anthology*: Section Two: Pre-1770

Either:

- (a) ‘We have short time to stay as you.’

This line from Herrick’s poem ‘To Daffodils’ reflects a preoccupation with time and a sense of urgency common to many poems in this section.

Choose any **two** or **three** poems from the section and explore and comment on the effectiveness of the imagery, syntax and verse form used by your chosen poets to convey their awareness of time passing.

Or:

- (b) ‘They Flee From Me’ (Thomas Wyatt) and Milton’s ‘Sonnet XVI’ are both concerned with communicating intensely private feelings.

Explore the effectiveness of the language and poetic techniques chosen by the two poets to express their intimate thoughts.

(Total 50 marks)



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5. POPE: *The Rape of the Lock* (OUP)

Either:

- (a) Pope claimed that mock-heroic verse was ‘form’d to delight at once and lash the eye’.

In the light of this statement, how effective do you find Pope’s choices of literary devices, verse form and language in creating this dual effect of entertaining the reader while satirising contemporary society in ‘The Rape of the Lock’?

Or:

- (b) Remind yourself of Clarissa’s speech, Canto V lines 9–34 from ‘Say why are Beauties prais’d and honour’d most,’ to ‘Charms strike the sight, but merit wins the soul.’

How effective do you find the verse form, language and content of the argument in making Clarissa’s speech dramatically vivid, while successfully integrating its message into the poem as a whole?

(Total 50 marks)



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Indicate which question you are answering by marking the box (☒).
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

- Chosen question number: Question 1(a) ☒ Question 1(b) ☒
 Question 2(a) ☒ Question 2(b) ☒
 Question 3(a) ☒ Question 3(b) ☒
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Section A

(Total 50 marks)

TOTAL FOR SECTION A: 50 MARKS



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SECTION B: MODERN LITERATURE

Answer ONE question from this section.

6. FRIEL: *Translations* (Faber)

Either:

- (a) In the play, Owen states, ‘We name a thing and – bang! it leaps into existence!’ (page 56).

Explore how effectively Friel dramatically presents the importance of language in the theme of naming in *Translations*.

Or:

- (b) Remind yourself of the end of Act 1 from page 36 ‘*Manus and Owen meet down stage.*’ to page 37 ‘*Sarah is staring at Manus.*’.

How successfully does Friel develop the relationship between Owen and Manus through his use of language and dramatic techniques, and how far does this reflect what happens in the play as a whole?

(Total 50 marks)

7. MAMET: *Oleanna* (Methuen)

Either:

- (a) ‘Whichever side you take, you’re wrong.’

How effective is Mamet’s dramatic and verbal presentation of ‘sides’ in *Oleanna*?

Or:

- (b) Look again at the end of the play from page 77 ‘*JOHN: ... What does this mean?*’ to ‘*CAROL: ... yes. That’s right.*’ on page 80.

How far does the violence of the language and action here arise out of the language, interaction and dramatic conflict which develops between the characters throughout the play?

(Total 50 marks)



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| <p>8. STOPPARD: <i>Jumpers</i> (Faber)</p> <p>Either:</p> <p>(a) With close reference to Stoppard’s characterisation, use of language and theatrical techniques, show how far <i>Jumpers</i> is an appropriate name for the play and the ideas it presents.</p> <p>Or:</p> <p>(b) Look again at ACT TWO from page 51: ‘ARCHIE: (<i>Within</i>) ... There ...’ to page 56: ‘DOTTY: (<i>Off</i>) MURDER!’.</p> <p>How important is the role of Archie? You will need to examine Stoppard’s dramatic techniques and use of language in the presentation of this character and his contribution to the themes and action of the play.</p> <p style="text-align: right;">(Total 50 marks)</p> | <p>Leave blank</p> |
| <p>9. PLATH: <i>Selected Poems</i> ed. Hughes (Faber)</p> <p>Either:</p> <p>(a) ‘A feeling of terror is dominant in a number of Plath’s poems.’</p> <p>Choose two or three poems which you consider reflect this view and discuss the effectiveness of Plath’s language and poetic devices in creating this atmosphere of terror.</p> <p>Or:</p> <p>(b) Plath’s poems about landscape often concentrate on the elemental forces and uncontrollable power of nature.</p> <p>With close reference to either ‘Wuthering Heights’ or ‘The Moon and the Yew Tree’ and one other poem of your choice, explore how effectively Plath’s choices of language, imagery and verse form encourage her readers to share her feelings about nature.</p> <p style="text-align: right;">(Total 50 marks)</p> | |
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10. NICHOLS: *The Fat Black Woman's Poems* (Virago)

Either:

- (a) Choose any **three** or **four** poems from this collection that you consider to be distinctly different in content and approach and which you feel demonstrate versatility in Nichols's writing.

Discuss how effectively Nichols uses variations in her choices of verse form, lexis and imagery in the poems of your choice.

Or:

- (b) Nichols's poems have been described as 'stories written to be heard'.

With close reference to 'Back Home Contemplation' **or** 'Praise Song for My Mother' and any **two** other poems from the collection, discuss the effectiveness of Nichols's choices of subject matter, language, rhythm and verse form in creating vivid oral narratives.

(Total 50 marks)

11. Edexcel Poetry Anthology: Section One: Post-1770

Either:

- (a) A number of poems in Section One use the device of a speaker addressing a listener whose voice is not heard.

Choose **two** poems from **two different** groups where you feel the poets have created a relationship between speaker and listener and explore how effectively they have achieved this through their choices of language, syntax and verse form.

Or:

- (b) 'A celebration of natural beauty' is at the core of many poems in this section.

With close reference to **either** 'To a Skylark' **or** 'Trees at the Arctic Circle' and **one** other poem of your choice, consider the effectiveness of the poets' choices of imagery, lexis and verse form in presenting their view of the natural world to the reader.

(Total 50 marks)



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| <p>12. ATWOOD: <i>Surfacing</i> (Virago)</p> <p>Either:</p> <p>(a) In Part ONE, Chapters One to Eight, the ‘Surfacer’ refers to key themes such as isolation, the past, absence and loss.</p> <p>How effectively does Atwood’s use of imagery, language and narrative techniques in Part ONE introduce the key themes of the novel?</p> <p>Or:</p> <p>(b) Remind yourself of Chapter Twenty-Seven. Using this as a starting point, explore how effectively Atwood presents the development of the narrator through the narrative style, setting and use of language techniques throughout the novel.</p> <p style="text-align: right;">(Total 50 marks)</p> | <p>Leave blank</p> |
| <p>13. BARNES: <i>Flaubert’s Parrot</i> (Picador)</p> <p>Either:</p> <p>(a) ‘<i>Flaubert’s Parrot</i> reads more like Geoffrey Braithwaite’s spoken autobiography than a written biography of Gustave Flaubert.’</p> <p>Discuss Barnes’s use of narrative techniques and use of language and explore how effectively he combines these different genres.</p> <p>Or:</p> <p>(b) Look again at the section in Chapter 7 (Cross Channel) from ‘How do we seize the past?’ to the end of this section ‘... we must look at the past through coloured glass.’ (pages 100–106).</p> <p>How effectively does Barnes present the theme of the past through Braithwaite’s language, role in the novel, and relationship with the reader?</p> <p style="text-align: right;">(Total 50 marks)</p> | |
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14. LESSING: *The Memoirs of a Survivor* (Flamingo)

Either:

- (a) In her presentation of Emily, June Ryan and the kids from the underground, how effectively does Lessing use language and narrative techniques to explore the experiences of children within different social contexts?

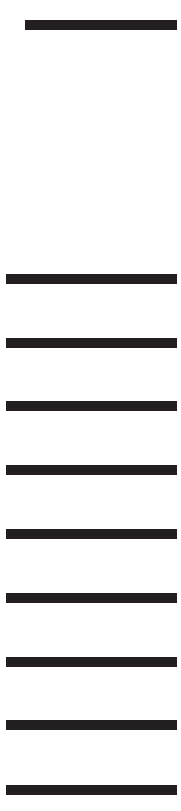
Or:

- (b) Look again at the section starting on page 112 at 'I understood now what I had half-noticed before: ...' to '... began to comb through the scalps presented to them.' on page 115.

Using this section as your starting point, discuss how effectively Lessing develops the narrative and uses language techniques to present and explore ideas about social organisation and structures. You will need to refer to the different social groups and hierarchies in the novel as a whole.

(Total 50 marks)





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Assessment Objectives for Unit 5 (6385): Wider Reading:

- AO2ii** respond with knowledge and understanding to texts of different types and from different periods, exploring and commenting on relationships and comparisons between them
- AO4** show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
- AO1** communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression
- AO3ii** use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings.

