

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

This unit targets 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 (C.U.P.)

Either:

- (a) It has been claimed that one of the attractions of *The Merchant's Tale* is Chaucer's ability to present apparently serious and dramatic situations with a tone of comedy and mockery.

How effective have you found Chaucer's use of language, narrative perspective and literary techniques in creating this blend of the serious and the comic? You should refer to **at least two** specific episodes in some detail.

Or:

- (b) 'No one enters into the debate on marriage with an open mind.'

Remind yourself of lines 263 to 364, from 'Ther fil a strif bitwixe his bretheren two,' to 'Be wedded whanne him liste, and where he wolde.'

How successful is Chaucer in revealing the prejudices and preconceptions of his characters through his use of literary techniques and language choices? Where possible you should relate your discussion of the extract to the *Tale* as a whole.

(Total 50 marks)

Q1

2. MILTON: *Selected Poems* (Dover)

Either:

- (a) One critic described Milton's poetry as 'a performance which is more significant for the effect and sound than the actual meaning'.

Discuss how far you would agree with this claim by a close exploration of Milton's thematic concerns and his choices of language and verse form in any **two or three** poems in this collection.

Or:

- (b) Many of Milton's poems are seen as sad, introspective reflections on personal events, yet he has also been praised for his awareness of the need to engage his readers.

In the light of this claim, discuss the effectiveness of Milton's language, imagery and verse form. Make close reference to **either** 'Lycidas' **or** 'On the Death of a Fair Infant Dying of a Cough' and **one other** poem of your choice.

(Total 50 marks)

Q2



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

Either:

- (a) It is said that one of the key characteristics of the Metaphysical poets is their ability to provoke and persuade their readers by their presentation and development of a logical argument.

With close reference to **two or three** poems by at least **two different** poets explore the effectiveness of their literary techniques and language choices to define, illustrate and prove a point.

Or:

- (b) Man's relationship with God is a theme frequently explored by the poets in this anthology.

With close reference to **either** 'The Flower' by Herbert **or** 'The World' by Vaughan and **one other** poem by a **different** poet, explore the poets' choices of verse form, imagery and language, considering how effective they are in sharing their ideas about Man's relationship with God with their readers.

(Total 50 marks)

Q3

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

Either:

- (a) In many of the poems in this section, imagery of the natural world is used extensively to convey ideas about human concerns and preoccupations.

Choose **two or three** poems where you feel that imagery drawn from the natural world is a key technique and explore how effectively your chosen poets have used natural imagery with language and verse form to give impact to their ideas.

Or:

- (b) Direct address to persuade a specific audience is a favourite technique of the poets in this section of the *Edexcel Poetry Anthology*.

Remind yourself of **either** 'Death, Be Not Proud' by John Donne **or** 'Since There's No Help' by Michael Drayton, and **one other** poem of your choice, where there is a persuasive argument directed at a specific audience. Consider how effectively the poets have used language and literary techniques to advance their argument.

(Total 50 marks)

Q4



5. POPE: *The Rape of the Lock* (O.U.P.)

Either:

- (a) A critic has described Pope as ‘an amused grown-up writing of children’.

How effectively, in your opinion, does Pope use a variety of literary devices and language choices to treat his characters in *The Rape of the Lock* with gentle mockery? You should refer to **at least two** specific episodes in the poem.

Or:

- (b) Remind yourself of the description of the Sylphs in Canto II from line 53, ‘All but the *Sylph ...*’ to line 72, ‘He rais’d his azure wand, and thus begun.’.

Explore the effectiveness of Pope’s use of narrative strategies, language choices and literary techniques in creating dramatic tension through his portrayal of the Sylphs in this extract and elsewhere in the poem.

Q5

(Total 50 marks)



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) ☐
- Question 4(a) ☐ Question 4(b) ☐
- Question 5(a) ☐ Question 5(b) ☐

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TOTAL FOR SECTION A: 50 MARKS



SECTION B: MODERN LITERATURE

Answer ONE question from this section.

6. FRIEL: *Translations* (Faber)

Either:

- (a) How successfully does Friel use dialogue, interaction and dramatic techniques in *Translations* to explore the idea that language is the root of all power?

Or:

- (b) Look again at the beginning of Act Two, SCENE TWO from page 61 to page 65 '*She turns away from him and moves slowly across the stage.*'

Explore how far Friel's linguistic and dramatic techniques in this section reflect the themes of the play as a whole.

Q6

(Total 50 marks)

7. MAMET: *Oleanna* (Methuen)

Either:

- (a) How successfully does Mamet craft the dialogue to change the pace of the drama and create the increasing tensions between John and Carol in *Oleanna*?

Or:

- (b) Remind yourself of the section in Act ONE from page 22, 'JOHN: You have to look at what you are,' to 'JOHN: We won't tell anybody.' on page 26.

Focusing on Mamet's use of language and dramatic techniques, explore the extent to which John's errors of judgement in this extract and the rest of the play contribute to his downfall.

Q7

(Total 50 marks)



8. **STOPPARD:** *Jumpers* (Faber)

Either:

- (a) ‘*Jumpers* is a comedy based on misunderstanding and deception.’

How effectively do you think Stoppard uses these comic elements to explore serious issues about knowledge and reality? You should focus on his use of dramatic and linguistic techniques in the play as a whole.

Or:

- (b) Remind yourself of the section in ACT ONE from the top of page 28, ‘*DOTTY takes off the fish bowl ...*’ to page 32, ‘*GEORGE walks to the door, taking his tortoise.*’.

How successfully does Stoppard use dialogue, interaction and dramatic techniques in this section to present his ideas and themes, and how are these developed in the play as a whole?

(Total 50 marks)

Q8

9. **PLATH:** *Selected Poems* ed. Hughes (Faber)

Either:

- (a) ‘Plath’s poetry is very much concerned with her own emotions and experiences.’

With close reference to **two or three** poems of your choice, discuss how successfully she uses literary and linguistic skills in dramatising these experiences and emotions to communicate them to her readers.

You should refer in particular to her use of verse form, imagery and language choices.

Or:

- (b) Readers of Plath’s poetry often comment that they enjoy her poems because of her controlled manipulation of imagery, phonological effects and verse form to enhance her subject matter.

With close reference to ‘*Little Fugue*’ **or** ‘*Nick and the Candlestick*’ **or** ‘*Ariel*’ and **one other** poem of your choice, consider how successful you have found these aspects of Plath’s poetry.

(Total 50 marks)

Q9



10. NICHOLS: *The Fat Black Woman's Poems* (Virago)

Either:

- (a) Nichols has expressed concern about how literature often portrays black people through negative stereotypes.

With close reference to **three** poems of your choice from this collection, explore how effectively you feel Nichols uses imagery, language choices and verse form to give a variety of presentations of black people.

Or:

- (b) 'The Invitation', 'The Fat Black Woman Versus Politics', 'Winter Thoughts' and 'This Kingdom' all have a voice which accuses or challenges the reader in some way.

With close reference to **two** of these poems and **one other** of your choice, discuss how successfully Nichols uses verse form, literary techniques and language to provoke thought in her readers.

Q10

(Total 50 marks)

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

Either:

- (a) Choose **two** poems by **two different** poets from this section which express moods of anger or sorrow.

Explore how effectively your chosen poets have used language, tone, imagery and verse form to convey these strong emotions.

Or:

- (b) A number of poets in this section have adopted a persona or mask which allows them to express their ideas and beliefs through a distinctive voice.

Choose **two or three** poems by at least **two different** poets where you feel there is a distinctive voice. Discuss how successfully their use of language, verse form and literary techniques have enabled them to create an effective persona.

Q11

(Total 50 marks)



12. ATWOOD: *Surfacing* (Virago)

Either:

- (a) Discuss how successfully Atwood combines the narrator's journey of self-discovery with the natural setting of *Surfacing* through her use of language and narrative techniques.

Or:

- (b) Remind yourself of Chapter Sixteen (pages 127–133). To what extent is Atwood's presentation of men and women and their relationships in this chapter typical of the novel as a whole? You will need to explore Atwood's use of language techniques and narrative perspective.

(Total 50 marks)

Q12

13. BARNES: *Flaubert's Parrot* (Picador)

Either:

- (a) 'Geoffrey Braithwaite is on a personal journey of discovery, but by the end of the novel he still hasn't found what he is looking for.'

Discuss how successfully Barnes develops Braithwaite's personal journey of discovery through the narrative techniques and use of language, and explain what you think Braithwaite is looking for.

Or:

- (b) Remind yourself of Chapter 13 (page 190–203). Focusing on Barnes's narrative and linguistic techniques, explore and evaluate the significance of Ellen in the novel.

(Total 50 marks)

Q13



14. LESSING: *The Memoirs of a Survivor* (Flamingo)

Either:

- (a) Discuss how effectively Lessing presents class divisions through the language and communication of the different social groups in the novel, exploring what part these factors play in the disintegration of their society.

Or:

- (b) Remind yourself of the section from page 120 beginning ‘Things continued to be easier’ to ‘She went because her sense of duty would not let her do otherwise.’ near the end of page 122.

How effective have you found Lessing’s presentation of the theme of love in the various relationships portrayed in this section and in the novel as a whole? You will need to examine the writer’s use of language and literary techniques in your discussion.

Q14

(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:
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| Question 6(a) | <input type="checkbox"/> | Question 6(b) | <input type="checkbox"/> |
| Question 7(a) | <input type="checkbox"/> | Question 7(b) | <input type="checkbox"/> |
| Question 8(a) | <input type="checkbox"/> | Question 8(b) | <input type="checkbox"/> |
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TOTAL FOR SECTION B: 50 MARKS

TOTAL FOR PAPER: 100 MARKS

END



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.



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