

402/01

**ENGLISH LANGUAGE AND LITERATURE**

**ELL2: Writing Task**

P.M. THURSDAY, 18 May 2006

(1<sup>3</sup>/<sub>4</sub> hours)

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 12 page answer book.

**INSTRUCTIONS TO CANDIDATES**

Answer **all three parts** of the question: **(a)**, **(b)** and **(c)**.

**INFORMATION FOR CANDIDATES**

All three parts of the question carry equal marks.

In this unit you will be assessed primarily on your ability to:

- demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made.

You will also be assessed on your ability to:

- communicate clearly the knowledge, understanding and insights gained from combined literary and linguistic study, using appropriate terminology and accurate written expression;
- show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts.

Remember that marking will take into account the quality of written communication used in your answers.

Complete *all three tasks: (a), (b) and (c)*.

Read the texts on the following pages carefully, then complete **tasks (a), (b) and (c)**. Texts X and Y relate to the Spanish Civil War (1936-39).

### Background

The Spanish Civil War was a conflict in which the Spanish Republican government fought against a Nationalist rebellion led by General Franco. Franco succeeded in overthrowing the government and in establishing a Fascist dictatorship. Many young men and women from Britain and other countries went to Spain as volunteers to help the Republicans fight the Fascist rebels.

Note: *You will not be assessed on your knowledge of Spain or the Spanish Civil War.*

**Text X** is the opening of a graphic novel about the Spanish Civil War. It narrates the arrest of a young Republican officer, Ritt, who is fighting for the freedom of his country, Spain, against Fascist rebels. He is sentenced to death by his *own* commanding officer, for allowing his men to retreat from the Battle of the Ebro (at the River Ebro in Northern Spain)- a final, but unsuccessful, attempt by the Republicans to defeat the Fascist rebels.

**Text Y** contains two letters written by young American volunteers fighting for the Republicans against the Fascist rebels.

**Text Z** is a recent article from *The Guardian* newspaper: ‘Are pupils interested in politics?’

- (a) Re-write the opening of the graphic novel, Text X, as **the opening of a short story**. (Approximately 300 words).

You may:

- use text Y as well as your own imagination to help you develop details of place, character and events;
- use any narrative approach you wish, e.g. flashback or writing in the first person.

- (b) Imagine that you are taking part in a school or college debate on the topic: ‘Young people today do not believe that political ideas are worth fighting for.’

Write **the speech** that you would make as your contribution to the debate.

(Approximately 300 words).

You may take either side of the debate, but you should argue your point of view passionately, providing examples to support your argument.

- (c) Choose **one** of the texts you have written and **comment on your choices of style, form and content**. Show clearly how the audience and purpose of your text have influenced your choices. (Approximately 300 words)

Text X: the opening page of a graphic novel about the Spanish Civil War.



Reproduced from *No Pasaran! Vol 1* by Vittorio Giardino, NBM Publishing Company, 2001.

**Text Y:** two letters from young American volunteers fighting for the Republicans in the Spanish Civil War.

Sweetheart,

Madrid, December 17, 1937

“The moon is very big tonight” – this sentence has been on my mind for days. It is a beautiful sentence, I can’t stop rolling it off my lips. I came across it in a letter among my documents while searching for material for the book I am now working on.

A girl in New York started her letter off to her boyfriend in Spain with that – on the very night her boyfriend was killed. He died very bravely under that very big moon and that very big moon lit up the whole landscape, throwing a ghostlike silvery flame on No Man’s Land, silhouetting the rescuing parties against the sky, and the fascists opened fire, wounding many of the brave volunteers who were risking their lives trying to bring in the body of that boy who was lying dead out in the field under the very big moon his girl was writing about in New York. She was very lonesome for him and so she was looking at the moon in New York and the moon was very big; it reached all the way to Spain. He never received the letter. I was the one who received it and I read it ten months later, a few days after I finished my chapter, on the night of the very big moon, and I never heard till then about the girl. But ever since I read that letter my heart went out to that girl. I keep on wondering whether she still notices the moon and hope she is proud of the boy who died a death worthy of his principles and his class. I want to raise a monument for that boy and girl under that very big moon, a monument of love and class struggle and of heroism and self-negation and sacrifice that shall be at the same time a monument of the struggle against fascism in Spain.

Sandor Voros

My Dear Friend:

Albacete, Spain July 6, 1937

I’m sure that by this time you are still waiting for a detailed explanation of what has this international struggle to do with my being here. Since this is a war between whites who for centuries have held us in slavery, and have heaped every kind of insult and abuse upon us; why I, a Negro who has fought through these years for the rights of my people, am here in Spain today?

Because we are no longer an isolated minority group fighting hopelessly against an immense giant. Because, my dear, we have joined with, and become an active part of, a great progressive force, on whose shoulders rests the responsibility of saving human civilization from the planned destruction of a small group of degenerates gone mad in their lust for power. Because if we crush Fascism here we’ll save our people in America, and in other parts of the world from the vicious persecution, wholesale imprisonment, and slaughter which the Jewish people suffered and are suffering under Hitler’s Fascist heels.

Canute Frankson

**Text Z:** a debate in *The Guardian* newspaper.

<p>Are pupils interested in politics?</p>	<p>politics, they aren't compassionate. Teenagers are interested in the environment, animals and a fairer society. That's all a form of politics. Look at the reaction in schools to the tsunami appeal — there is so much fundraising going on. My daughter, 13, has made our house a lot greener; she's in charge of the worm farm and sorting the recycling, and she is very conscientious.</p>	<p><b>Leigh-Anne Archer</b> Aged 15, from London</p>
<p><b>Susy Douglas</b> Parent, Hertfordshire</p> <p>I don't think they have any real reason to be interested in the ins and outs of parliamentary politics. It is when you're older and you have to think about your tax bill and what services you're receiving that you have to get to grips with how you cast your vote. But I don't think that because teenagers aren't interested in</p>		<p>It depends what you mean by interested. If you're my age, you don't feel what is going on in parliament has much to do with you. I think if you can't vote, you don't feel it's very relevant. But some laws are really important, like paying fees at university and the environment. I suppose we should take more of an interest, but there isn't much point. It's a bit sad if you don't know who the prime minister is, though.</p> <p><b>Interviews by Hester Lacey</b></p>

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