

SECTION A: MODERN POETRY

**If you choose to answer on this section, answer ONE question only.
You should spend about 45 minutes on the question in this section.**

Collection A: In Such a Time as This

1. Re-read the poem *The Send-off*. In this poem, the writer seems unsure about what lies ahead for the soldiers. Choose **ONE** other poem from *In Such a Time as This* which also deals with going into battle, or facing an uncertain future.

Compare how the writers in the two poems show us their emotions and reactions.

You may wish to consider:

- the events described in each poem
- the tone or mood of each poem
- words and phrases which the writers use to express their feelings.

Collection A: In Such a Time as This

2. Re-read the poems *Hide and Seek* and *Half-past Two*. Both poems describe events from a child's point of view.

Compare how the two writers convey a child-like viewpoint, in the two poems.

You may wish to consider:

- what happens to the child in each poem
- the tone or mood of each poem
- words or phrases which the writers use to express their feelings.

Collection B: Identity

3. Re-read the poem *Miracle on St David's Day*. This poem describes a striking and dramatic event, and the effect it has on the people who see the event take place.

Write about how the dramatic event is portrayed, comparing *Miracle on St David's Day* with **AT LEAST ONE** other poem from *Identity* in which dramatic or memorable events are described.

You may wish to consider:

- the events described in each poem
- the writers' responses to these events
- words and phrases used in making the events memorable or dramatic.



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Collection B: Identity

4. Re-read the poems *Once Upon a Time* and *Warning*. Both poems refer to people who have had to behave in certain ways, doing what is expected of them.

Compare the two poems, showing how the writers convey their thoughts and feelings on this subject.

You may wish to consider:

- the events described in each poem
- the writers' attitudes to the events
- words or phrases which the writers use to express their feelings.

Collection C: Nature

5. Re-read the poems *Mushrooms* and *Thistles*. In these poems the writers focus on how the mushrooms and thistles reveal the force and power of nature.

Compare how the two writers show us this force, and how they express their reactions towards the powerful natural events which they describe.

You may wish to consider:

- the growing things described in each poem
- the tone or mood of each poem
- words or phrases which the poets use to express their feelings.

Collection C: Nature

6. Re-read the poem *The Flowers*. In this poem the writer seems to use the wild flowers as a starting point to reflect on events in her own and her family's life. Choose **ONE** other poem from *Nature* where a writer also refers to events in his or her own life.

Compare the two poems, showing how the writers convey their thoughts and feelings.

You may wish to consider:

- the events in each poem
- the writers' attitudes to the events
- words or phrases which the writers use to express their feelings.

Section
A

(Total for Section A: 40 marks)



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SECTION B: MODERN PROSE

**If you choose to answer on this section, answer ONE question on ONE text.
You should spend about 45 minutes on the question in this section.**

Of Mice and Men

7. Explain why for Lennie the dream of having “a little house and a couple of acres” is so important.

You may wish to consider:

- what George and Lennie say about their “dream”
- Lennie’s problems
- Lennie’s relationships with other people.

Of Mice and Men

8. What do you learn about the role of Curley in the book?

You may wish to consider:

- Curley’s dealings with George and Lennie
- his authority within the ranch
- his marriage.

To Kill a Mockingbird

9. What do you learn about the role of Jem in the book?

You may wish to consider:

- Jem’s relationship with Scout, his sister
- Jem’s relationship with Atticus, his father
- Jem’s dealings with other characters
- how Jem changes and matures throughout the story.

To Kill a Mockingbird

10. What lessons about the world around her does Scout learn as she grows up?

You may wish to consider:

- the Tom Robinson trial
- the part played by Boo Radley
- Atticus
- Scout’s relationship with other characters.



Animal Farm

11. "The pigs were generally recognised as being the cleverest of the animals."

What evidence is there to support this view in the book?

You may wish to consider:

- Major's speech
- the Seven Commandments
- Squealer
- how the pigs organise the other animals.

Animal Farm

12. What is Squealer's role in this book?

You may wish to consider:

- his relationship with Napoleon
- his relationship with the other animals
- his speeches
- his use of the dogs.

Lord of the Flies

13. How does the writer show the changes in the relationship between Jack and Ralph in this book?

You may wish to consider:

- their initial friendship
- the choir
- violence on the island
- the ending of the book.

Lord of the Flies

14. At one point Ralph says, "the rules are the only thing we've got!"

How does the writer show us the importance of law and order on the island?

You may wish to consider:

- the conch and the assemblies
- how various boys attempt to gain leadership of the group
- setting up routines.



<p><i>The Other Side of Truth</i></p> <p>15. In this book, how does the writer explore the difficulties of living in a different culture?</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • Sade’s experiences in school • the children’s first impressions of London • Mariam’s family. <p><i>The Other Side of Truth</i></p> <p>16. In this book, how does the writer explore the importance of family life?</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • Sade and Femi’s relationship • the children’s relationship with their father • Mariam’s family. 	<p>Leave blank</p>		
<p><i>Twenty-One Stories</i></p> <p>17. <i>The Basement Room</i> is a story about trust and betrayal. Choose ONE other story from this collection which also deals with this subject.</p> <p>By referring to <i>The Basement Room</i> and your chosen story, show how trust and betrayal are presented.</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • characters who trust each other • how this trust is broken, or betrayed • what happens when one character lets down another • your viewpoint on how this topic is presented. <p><i>Twenty-One Stories</i></p> <p>18. <i>I Spy</i> is a story told from the point of view of a child. Choose ONE other story from this collection which is also told from a child’s point of view.</p> <p>By referring to <i>I Spy</i> and your chosen story, show how the writer presents the world of childhood.</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • the child and his family, in each story • the events which affect the child, in each story • how the world of childhood is different from the adult world. <p style="text-align: right;">(Total for Section B: 40 marks)</p>	<p>Section B</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>		



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SECTION C: MODERN DRAMA

**If you choose to answer on this section, answer ONE question on ONE text.
You should spend about 45 minutes on the question in this section.**

An Inspector Calls

19. “In this play the writer wants us to think about responsibility.”

How does the writer achieve this?

You may wish to consider:

- what Mr. Birling says about responsibility
- what the Inspector says
- how the events are presented to us.

An Inspector Calls

20. What does the audience learn about relationships in the Birling family in the course of this play?

You may wish to consider:

- how relationships change
- the influence of people outside the family
- differences, or similarities, between parents and their children.

Educating Rita

21. At one point Rita says to Frank “...you’d rather see me as the peasant I once was... I don’t need you.”

Does Rita “need” Frank?

You may wish to consider:

- how the writer has shown their relationship changing
- what Rita gains, or learns, from Frank
- what Rita hoped for when she began her course.

Educating Rita

22. “Rita’s style of speech reflects her upbringing and background.”

How important is Rita’s style of speech in bringing her to life on the stage?

You may wish to consider:

- her use of slang or informal language
- the way her speech shows her personality
- the contrast between the way she speaks and the way Frank speaks.



A View from the Bridge

23. Jealousy is a theme in this play. How does the writer use the characters to examine this theme?

You may wish to consider:

- Eddie and Beatrice's relationship
- Beatrice and Catherine's relationship
- Catherine's relationship with Rodolfo.

A View from the Bridge

24. How do the characters of Rodolfo and Marco add drama and interest to this play?

You may wish to consider:

- their relationship with Eddie
- Rodolfo's relationship with Catherine
- the ending of the play.

Talking Heads

25. "In *A Chip in the Sugar* the writer creates a simple homely story, but he is making the audience think about much bigger issues."

By referring to *A Chip in the Sugar* and **ONE** other monologue from this collection, show whether you agree with this view.

You may wish to consider:

- the narrator and events in both stories
- the "bigger issues" which are raised
- how the writer makes these issues seem important.

Talking Heads

26. How does the writer create relationships between characters, in these monologues, when the audience sees only one character on stage?

In your answer, you should refer to *A Cream Cracker Under the Settee* and **ONE** other monologue from this collection.

You may wish to consider:

- each narrator's story and circumstances
- what the narrators tell us about other people
- whether the relationships seem "real".



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Journey's End

27. "Trotter's character is different from those of the other officers."

How does the writer make this difference clear?

You may wish to consider:

- his style of speech
- his interests
- stage directions referring to him.

Journey's End

28. How does the writer present friendship in this play?

You may wish to consider:

- Stanhope and Raleigh
- Raleigh and Osborne
- the men's backgrounds.

The Long and the Short and the Tall

29. Most audiences would agree that the ending of the play is dramatic. How does the writer try to make the ending tense?

You may wish to consider:

- how each character reacts to the news of the advancing Japanese army
- the writer's use of the radio
- the treatment of the Japanese prisoner.

The Long and the Short and the Tall

30. Which character in this play do you admire most?

How does the writer make your chosen character seem worthy of admiration?

You may wish to consider:

- how your chosen character behaves
- his relationship with the other characters
- how your chosen character changes during the course of the play.

Section
C

(Total for Section C: 40 marks)



SECTION D: MODERN LITERARY NON-FICTION

**If you choose to answer on this section, answer ONE question on ONE text.
You should spend about 45 minutes on the question in this section.**

Angela's Ashes

- 31.** “It’s July and school is over forever. In a few weeks I’ll be delivering telegrams at the post office, working like a man.”

How does the writer describe his experiences of “working like a man”?

You may wish to consider:

- differences between school and work
- the people he meets
- the responsibilities of his job
- his relationship with Theresa Carmody.

Angela's Ashes

- 32.** How does the writer show the effects of poverty on his family life?

You may wish to consider:

- the way the family lived
- the family’s illnesses
- relationships within the family.

The Diary of Anne Frank

- 33.** Anne describes herself as having “the reputation of being boy-crazy, a flirt, know-all.”

What evidence is there in the diary entries that this description is fair?

You may wish to consider:

- her relationship with her own family
- her relationship with Peter
- her relationships with others in the Secret Annexe.

The Diary of Anne Frank

- 34.** What evidence does Anne give of the physical conditions in the Secret Annexe?

You may wish to consider:

- the cramped spaces
- obtaining food
- the lack of privacy
- the need for secrecy.



Bad Blood

35. How does the writer recreate her relationship with her mother, throughout the book?

You may wish to consider:

- what the writer tells us of her early years, in Part One
- her life as a teenager
- her relationship, as an adult, with her mother
- the ways in which the writer brings the picture of her mother to life.

Bad Blood

36. “In this book, Lorna progresses from shyness to confidence.”

In your view, is this the picture which the writer gives us of her childhood years?

You may wish to consider:

- how the writer presents herself in her early years
- how we see her change and develop as she gets older
- her attitude, now, as she looks back at her childhood from an adult viewpoint
- how the writer builds up the picture.

Chinese Cinderella

37. This book is made up of a series of childhood events which were of great importance to the writer. Choose **TWO** such events and explain what we learn about the writer from these.

You may wish to consider:

- events whilst at school
- events involving her family
- events towards the end of the book.

Chinese Cinderella

38. “Adeline Yen Mah writes about her rejection by other members of the family, who treat her as an outsider.”

Do you agree with this comment on the family’s behaviour?

You may wish to consider:

- her relationship with Niang
- her relationship with her brothers and sisters
- her relationship with her father.



<p><i>Down and Out in Paris and London</i></p> <p>39. How does the writer put across his views on society in this book?</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • what the writer reports on the world around him • the impact his experiences have on him • how he comments on what he sees. <p><i>Down and Out in Paris and London</i></p> <p>40. What does the writer admire in the people he meets, in the course of the book?</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • one or more of the characters he meets in Paris • one or more of the characters he meets in England • why he seems to like, admire, or respect them. 	<p>Leave blank</p>		
<p><i>A Moment of War</i></p> <p>41. At the end of this book, Laurie Lee describes how he kills a man and then writes, “Was this then what I’d come for, and all my journey had meant – to smudge out the life of an unknown young man in a blur of panic which in no way could affect victory or defeat?”</p> <p>What do you think Laurie Lee learned about himself in his time in Spain?</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • what he hoped to achieve and how he looks back on his experiences • his own strengths and limitations • how he reacts to danger • his ability to form friendships. <p><i>A Moment of War</i></p> <p>42. “War is not exciting; it is dull and boring.”</p> <p>Is this the picture of war that this book portrays?</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • activity, or inactivity, in the book • the life of the soldiers • people in the towns and cities. <p style="text-align: right;">(Total for Section D: 40 marks)</p>	<p>Section D</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>		



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