Centre No.						Paper Reference							Surname	Initial(s)
Candidate No.						1	2	1	3	/	2	F	Signature	

Paper Reference(s)

1213/2F

Edexcel GCSE

English Literature

Paper 2F

Foundation Tier

Tuesday 22 May 2007 – Morning

Time: 2 hours 15 minutes

Examiner's use only

Team Leader's use only

Question Number	Leave Blank
Section A	
Section B	
Section C	
Section D	
Total	

Materials required for examination
The Edexcel Anthology
(CLEAN COPY ONLY)
Texts may be taken into the examination for Sections B, C and D
(CLEAN COPIES ONLY)

Items included with question papers
Nil

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature.
Check that you have the correct question paper.

You must answer THREE questions, each from a different section:

Section A: Modern Poetry
Section B: Modern Prose
Section C: Modern Drama
Section D: Modern Literary Non-fiction

Write your answers in the spaces provided in this question paper. Additional answer sheets may be used.

Information for Candidates

Each question will be marked out of 40.
You will be awarded extra marks for the quality of your written communication.

Please note:
Section A starts on page 2
Section B starts on page 10
Section C starts on page 18
Section D starts on page 26.

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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 poems *Death in Leamington* and *The Send-off*. Both poems deal with the subject of death, but in very different circumstances.

Compare how the writers in these two poems convey their thoughts and feelings on this subject.

You may wish to consider:
- the event 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 poem *You Will Be Hearing From Us Shortly*. In this poem, the interviewee is treated in a harsh way by the interviewer. Choose **ONE** other poem from ***In Such a Time as This*** which also deals with people who have been treated unpleasantly.

Compare how the writers have presented their thoughts and feelings on this subject.

You may wish to consider:
- the subject matter of each poem
- the tone or mood of each poem
- words and phrases which the writers use to express their feelings.

Collection B: Identity

3. Re-read the poems *I Shall Paint my Nails Red* and *Still I Rise*. In each of these poems the writers, in their different ways, write about themselves.

Compare how the two writers express their thoughts and feelings in these poems.

You may wish to consider:
- the subject matter of each poem
- the tone or mood of each poem
- words and phrases which the writers use to express their feelings.

Leave blank

Collection B: Identity

4. Re-read the poem *Death of a Naturalist*, in which the poet writes about an important experience. Choose **ONE** other poem from ***Identity*** which also deals with an important experience.

Compare how the two poems convey the writers' reactions to their experiences.

You may wish to consider:
- the subject matter of each poem
- the tone or mood of each poem
- words and phrases which the writers use to express their feelings.

Collection C: Nature

5. Re-read the poems *The Stag* and *Roe-Deer*, both written by Ted Hughes. In these poems the writer describes two different encounters between men and animals.

Compare how the events are described, and the poet's reactions to them.

You may wish to consider:
- the subject matter of each poem
- the tone or mood of each poem
- words and phrases which the writer uses to express his feelings.

Collection C: Nature

6. Re-read the poem *Iguana Memory*, in which the writer describes a moment of great interest and fascination when a creature is seen close-up.

Choose **AT LEAST ONE** other poem from ***Nature*** in which the writer also describes an encounter with nature, in any form, and compare how the writers bring the experiences to life.

You may wish to consider:
- the subject matter of each poem
- the tone or mood of each poem
- words and phrases which the writers use to express their feelings.

(Total for Section A: 40 marks)

Begin writing on page 4.

Leave blank

If you choose to answer a question from Section A 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** ☐ **Question 2** ☐

Question 3 ☐ **Question 4** ☐

Question 5 ☐ **Question 6** ☐

Write your answer to Section A here:

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(Section A continued)

Leave blank

(Section A continued)

Leave blank

(Section A continued)

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(Section A continued)

M 2 5 6 3 7 A 0 8 3 2

Leave blank

(Section A continued)

(Total 40 marks)

Section A

Leave blank

SECTION B: MODERN PROSE

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

Of Mice and Men

7. What do the characters Crooks and Candy contribute to the novel?

You may wish to consider:
- Crooks' and Candy's relationships with other characters
- the difficulties which they face in their daily lives
- how Crooks and Candy are presented to us.

Of Mice and Men

8. "Life on the ranch is presented as unfriendly and violent."

Do you agree that the writer presents ranch life in this way?

You may wish to consider:
- how ranch life is presented when George and Lennie first arrive there
- events in the lives of the people who live on the ranch
- individual characters who live on the ranch.

To Kill a Mockingbird

9. What is there to be admired in the character of Atticus?

You may wish to consider:
- how he brings up Scout and Jem
- the trial
- his relationships with other adults.

To Kill a Mockingbird

10. How does the writer build the story to a dramatic ending?

You may wish to consider:
- the children's fears
- the role of the trial
- the role of Boo Radley.

Leave blank

Animal Farm

11. "Some readers of this book feel sorry for lots of the characters."

Choose **ONE** character who you feel sorry for, and explain your view.

You may wish to consider:
- how your chosen character is treated by others
- particular incidents involving your chosen character
- how the writer makes you feel sorry for your chosen character.

Animal Farm

12. What important lessons does *Animal Farm* have for the reader?

You may wish to consider:
- what you think the lessons of the book are
- particular events in the book which have important lessons
- how the animals may be used to present ideas.

Lord of the Flies

13. Which characters have control in this book and how do they use it?

You may wish to consider:
- who has control at the start of the book
- who has control at the end of the book
- how the characters use their control in the book.

Lord of the Flies

14. What role do the 'littl'uns' have in this book?

You may wish to consider:
- what the 'littl'uns' are afraid of
- particular incidents involving the 'littl'uns'
- the way other characters treat the 'littl'uns'.

Leave blank

The Other Side of Truth

15. How important are Femi and Mariam in the story?

You may wish to consider:
- Sade's relationship with Femi
- Mariam's story
- the incident when Sade steals from Mariam's shop.

The Other Side of Truth

16. What lessons about the world does Sade learn?

You may wish to consider:
- what she learns about families
- life in other countries
- racism.

Twenty-One Stories

17. "In this collection the writer often presents London as shabby and dirty."

By referring to *A Little Place off the Edgware Road* and **ONE** other story from this collection, show how the writer presents London.

You may wish to consider:
- the settings in *A Little Place off the Edgware Road* and your chosen story
- the atmosphere in *A Little Place off the Edgware Road* and your chosen story
- the overall picture of London in the stories.

Twenty-One Stories

18. Choose **TWO** stories which deal with crime and criminals. How does the writer present crime and criminals in these stories?

You may wish to consider:
- the types of crime and criminals described in your two chosen stories
- how they are described to the reader
- how the crimes affect the characters in the stories.

(Total for Section B: 40 marks)

Leave blank

If you choose to answer a question from Section B 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 7** ☐ **Question 8** ☐

Question 9 ☐ **Question 10** ☐

Question 11 ☐ **Question 12** ☐

Question 13 ☐ **Question 14** ☐

Question 15 ☐ **Question 16** ☐

Question 17 ☐ **Question 18** ☐

Write your answer to Section B here:

Leave blank

(Section B continued)

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(Section B continued)

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(Section B continued)

Leave blank

(Section B continued)

(Total 40 marks)

Section B

Leave blank

SECTION C: MODERN DRAMA

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

An Inspector Calls

19. How does the writer present and develop the characters of Sheila and Eric?

You may wish to consider:
- how Sheila and Eric appear at the start of the play
- relationships within the family, and how they change
- how Sheila and Eric react to the Inspector.

An Inspector Calls

20. How successfully do you think the writer maintains suspense, and keeps the audience interested, throughout this play?

You may wish to consider:
- the situation before the Inspector's arrival
- how the story of Eva/Daisy unfolds
- events towards the end of the play.

Educating Rita

21. Early in the play Rita says, "There is no meanin' to life".

How far do you think that Rita finds what she is looking for during the course of the play?

You may wish to consider:
- how Rita changes in the play
- Frank's reaction to the way that she changes
- what happens at the end of the play.

Educating Rita

22. "Frank is weak, but there are things to like and admire in his character."

How far do you agree with this statement?

You may wish to consider:
- his relationship with Rita
- his teaching
- how Frank changes during the play.

Leave blank

A View from the Bridge

23. How does the writer present the relationship between Eddie and Rodolfo?

You may wish to consider:
- the setting of the play
- Rodolfo's appearance and behaviour and Eddie's reaction to him
- how the relationship changes.

A View from the Bridge

24. What is Catherine's importance in this play?

You may wish to consider:
- her relationship with Beatrice at the start of the play
- her relationships with Rodolfo and Eddie
- the themes of the play.

Talking Heads

25. "None of the characters in these monologues is able to have a successful relationship with anyone else."

By referring to *Her Big Chance* and **AT LEAST ONE** other monologue show whether you agree with this statement.

You may wish to consider:
- relationships with the opposite sex
- how they see themselves
- how they deal with loneliness.

Talking Heads

26. Near the end of *Soldiering On*, Muriel says, "Another dream bites the dust".

Show how the writer creates endings in some monologues in which the characters have little hope for a happy future. Write about Muriel in *Soldiering On* and **AT LEAST ONE** other character in a different monologue.

You may wish to consider:
- what the characters have to look forward to, if anything
- how their lives are shown to change during the monologues
- how the characters see themselves.

Leave blank

Journey's End

27. Do you consider that Hibbert is presented as a likeable character in this play?

You may wish to consider:
- how he is presented as a soldier and an officer
- his relationship with Stanhope
- particular events in the play.

Journey's End

28. "In this play, the writer presents the best and the worst of human nature."

How far do you agree with this view?

You may wish to consider:
- the characters and their relationships with each other
- particular events presented by the writer
- the effects of the war on the characters.

The Long and the Short and the Tall

29. Both Bamforth and Mitchem have a big influence on events in the play.

How are both of these characters important to the play?

You may wish to consider:
- the response of Bamforth and Mitchem to the Japanese soldier
- their professionalism as soldiers
- the way that the other soldiers respond to them.

The Long and the Short and the Tall

30. How successfully do you think the writer keeps the audience interested in a play that has only one setting and eight characters?

You may wish to consider:
- how the writer builds tension and excitement
- how the characters develop during the play
- the themes of the play.

(Total for Section C: 40 marks)

Leave blank

If you choose to answer a question from Section C 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 19** ☐ **Question 20** ☐

Question 21 ☐ **Question 22** ☐

Question 23 ☐ **Question 24** ☐

Question 25 ☐ **Question 26** ☐

Question 27 ☐ **Question 28** ☐

Question 29 ☐ **Question 30** ☐

Write your answer to Section C here:

Leave blank

(Section C continued)

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(Section C continued)

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(Section C continued)

Leave blank

(Section C continued)

(Total 40 marks)

Section C

Leave blank

SECTION D: MODERN LITERARY NON-FICTION

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

Angela's Ashes

31. In what ways does the writer show us the importance of religion to Frank and to the community he lives in?

You may wish to consider:
- the importance of priests in the book
- what people in the book feel about God and the saints
- the way people in the book feel about being Catholic.

Angela's Ashes

32. How does the writer present Frank's growing interest in the opposite sex?

You may wish to consider:
- his relationship with Theresa Carmody
- the way he describes the 'excitement'
- his feelings about girls and women.

The Diary of Anne Frank

33. Choose **AT LEAST TWO** diary entries which you feel are important. Explain why you have chosen them.

You may wish to consider:
- what we learn about the people involved
- how your chosen diary entries relate to other things that have happened
- how your chosen diary entries help us to learn more about life in the Annexe.

The Diary of Anne Frank

34. "Anne develops as a character throughout the diary. She is a very different person by the time the diary ends."

How far do you agree with this statement?

You may wish to consider:
- how her relationships with Peter and other people change
- the changes in her attitudes
- the changes in her language and how she writes.

Leave blank

Bad Blood

35. What picture does the writer give us of her relationship with her brother Clive?

You may wish to consider:
- their early years, and her reactions to Clive's birth
- their childhood together
- how she presents the relationship at the end of the book.

Bad Blood

36. Towards the end of the book, the writer marries Vic and has a baby. From your reading of her account, do you consider that these events change the way in which she thinks and behaves?

You may wish to consider:
- your impression of the writer before she marries Vic
- the impact which motherhood has on her
- how she describes her reactions to motherhood.

Chinese Cinderella

37. "The writer has described few people in this book whom the reader can admire."

By referring to **AT LEAST TWO** people, other than the writer herself, show how far you agree with this statement.

You may wish to consider:
- how your chosen people behave
- their relationships with the writer
- their qualities.

Chinese Cinderella

38. From the writer's account of her own experiences, what do we learn about school life in China?

You may wish to consider:
- how children behave towards each other
- how they are rewarded and what they are expected to learn
- the writer's attitude to her own school life.

Leave blank

Down and Out in Paris and London

39. How well does the writer help us to understand what life was like for the people he describes?

You may wish to consider:
- memorable characters the writer meets
- the conditions in which they live
- the ways in which the writer brings the people he meets to life.

Down and Out in Paris and London

40. In the London part of the book, the writer introduces us to Bozo, the "screever", whom he describes as "a very exceptional man".

How far do you agree that the writer makes the lives of Bozo, or any of the other beggars and tramps whom he meets in London, interesting to the reader?

You may wish to consider:
- Bozo, and any other tramps mentioned in the book, such as Paddy, Bill, or William and Fred
- how they are described
- the writer's relationships with them.

A Moment of War

41. In your opinion, who are the most interesting people in *A Moment of War*?

You may wish to consider:
- what your chosen people say and do
- the way your chosen people react to events
- how the people you have chosen are presented.

A Moment of War

42. What picture of life in Spain does this book give the reader?

You may wish to consider:
- what we learn about the Spanish way of life
- how the Civil War affected the people in the book
- the writer's own response to life in Spain.

(Total for Section D: 40 marks)

Leave blank

If you choose to answer a question from Section D 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 31** ☐ **Question 32** ☐

Question 33 ☐ **Question 34** ☐

Question 35 ☐ **Question 36** ☐

Question 37 ☐ **Question 38** ☐

Question 39 ☐ **Question 40** ☐

Question 41 ☐ **Question 42** ☐

Write your answer to Section D here:

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(Section D continued)

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Section D

(Total 40 marks)

TOTAL FOR PAPER: 120 MARKS

END

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