

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 *Hide and Seek* and *Yellow*. Both poems recall childhood experiences, but in different ways.

Compare how the writers bring their memories to life.

You may wish to consider:

- the events described in each poem
- the tone or mood of each poem
- the ways in which the writers make their experiences seem real to the reader.

Collection A: In Such a Time as This

2. Re-read the poem *Where the Scattering Began*.

Choose **ONE** other poem from *In Such a Time as This* in which the writer also deals with important and life-changing events and compare how the two poets express their ideas.

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 B: Identity

3. Re-read *Mirror* and *Not My Best Side*, both of which deal with the theme of how we appear, to ourselves or to others.

Compare how the writers express their ideas on this subject.

You may wish to consider:

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



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Collection B: Identity

4. Re-read the poem *Follower*, where the writer discusses the issue of the changing relationship between the generations.

Choose **ONE** other poem from *Identity* which also deals with this subject, and compare how each poem expresses the writer's ideas.

You may wish to consider:

- the relationship in *Follower* and your other chosen poem
- the tone or mood of each poem
- words and phrases which the writer's use to express their feelings.

Collection C: Nature

5. Re-read the poems *The Five Students* and *Break of Day in the Trenches*, both of which deal with facing the prospect of death.

Compare how the two writers express their ideas on this subject.

You may wish to consider:

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

Collection C: Nature

6. Re-read the poem *Keeping Orchids*. In this poem the writer uses nature as a way of discussing important events and issues in her own life.

Choose **AT LEAST ONE** other poem from *Nature* where the natural world is also used as a way of expressing ideas, and compare how the two writers deal with their subjects.

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.

(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 only.
You should spend about 45 minutes on the question in this section.**

Of Mice and Men

7. What do you learn about the role of George in the book?

You may wish to consider:

- George's relationship with Lennie
- George's relationship with others
- George's hopes for his future.

Of Mice and Men

8. "This book shows us clearly how strong prejudice was at the time in which it is set."

How successfully do you think the book brings out this theme?

You may wish to consider:

- racial prejudice
- prejudice towards, and unfair treatment of, women
- other ways in which the writer brings this issue out.

To Kill a Mockingbird

9. The Ewell family are described by Atticus as "absolute trash".

Would you agree with this opinion?

You may wish to consider:

- the way they lived
- the way they behaved towards other people
- what other people thought of them.

To Kill a Mockingbird

10. Why are Mrs Dubose and Aunt Alexandra important to the novel?

You may wish to consider:

- how they affected Scout and Jem
- how they treated other people
- their importance to the story.



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Animal Farm

11. What is the importance of the Windmill in this book?

You may wish to consider:

- what Snowball and Napoleon think about the Windmill
- what the other animals feel about the Windmill
- what happens to the Windmill.

Animal Farm

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

You may wish to consider:

- the way Boxer behaves differently from other animals
- his ideas and beliefs
- the way he is treated by the pigs and what finally happens to him.

Lord of the Flies

13. What is Jack's role in this book?

You may wish to consider:

- the way the other boys react to Jack
- what Jack says and does in the early chapters
- Jack's relationship with Ralph.

Lord of the Flies

14. Do you agree that Roger is the most frightening character in this book?

You may wish to consider:

- what makes Roger so frightening
- how the other boys react to Roger
- any other frightening characters.



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The Other Side of Truth

15. What do we learn about Sade's life in Nigeria?

You may wish to consider:

- her home and school life
- her relationships with her family
- events in the country.

The Other Side of Truth

16. The children have many bad experiences in London. Show how the author makes these events frightening or unpleasant for them.

You may wish to consider:

- what happened in London
- how they were affected by what happened
- how the incidents are described.

Twenty-One Stories

17. Choose an unusual and interesting character from *The Destructors* and another character from **ONE** other story who also interests you.

How does the writer present your chosen characters as interesting?

You may wish to consider:

- the way your chosen characters are described
- the things your chosen characters say and do
- what makes your chosen characters interesting.

Twenty-One Stories

18. "In the story *The Hint of an Explanation*, the setting is an unusual one, and easy to imagine."

By referring to *The Hint of an Explanation* and **AT LEAST ONE** other story from this collection, show how the writer attempts to make the settings interesting to the reader.

You may wish to consider:

- what the settings are in the stories
- why the setting is important in each story
- the ways in which the settings are described.

(Total for Section B: 40 marks)





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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. In this play, where do you think the real blame for Eva Smith's death lies?

You may wish to consider:

- the effect of other characters' actions on Eva/Daisy
- Eva's own actions
- any other factors.

An Inspector Calls

20. What do you learn about the role of Mr Arthur Birling in this play?

You may wish to consider:

- Arthur Birling's relationship with his family, at the start of the play
- how Arthur Birling reacts to the Inspector
- Arthur Birling's behaviour as the play develops.

Educating Rita

21. What effect does Rita have on Frank throughout the play?

You may wish to consider:

- Frank's reaction to Rita at the start of the play
- how she behaves and speaks
- how their relationship changes.

Educating Rita

22. Some audiences might feel that Frank seems to be quite an unhappy character.

Do you think that Frank is presented as unhappy?

You may wish to consider:

- his relationship with Rita
- his relationships with his wife and his new girl friend
- what you think Frank wants out of life.



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A View from the Bridge

23. Beatrice says: "Whatever happened we all done it".

How does the writer show that various characters had a part in Eddie's death?

You may wish to consider:

- the effects of Marco and Rodolfo joining the family
- how Catherine and Beatrice may have played a part in Eddie's death
- how the writer presents events at the ending of the play.

A View from the Bridge

24. How does the author present and develop the character of Marco?

You may wish to consider:

- Marco's actions during the play
- what other characters in the play think of Marco
- how other characters in the play affect Marco.

Talking Heads

25. Choose **ONE** character from *A Lady of Letters* and another character from **ONE** other monologue. Show whether you feel sorry for either of these two characters.

You may wish to consider:

- how they behave
- what other people think of them
- how their behaviour is presented by the writer.

Talking Heads

26. "The writer presents a very depressing view of family life."

By referring to *A Chip in the Sugar* and **ONE** other monologue, show how far you agree with this opinion.

You may wish to consider:

- the relationships in the two monologues
- how each narrator feels about the relationship
- similarities and differences between the monologues.



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Journey's End

27. What is the importance of Osborne in this play?

You may wish to consider:

- how he reacts to life in the trenches
- what the other characters say and feel about him
- what happens to Osborne.

Journey's End

28. When he is told that he is to take part in the raid, Raleigh says: "I say – it's most frightfully exciting!".

How does the writer show the various characters' attitudes towards the war?

You may wish to consider:

- characters who show bravery or courage
- characters who show cowardice
- the ways in which the writer brings out a range of attitudes towards war.

The Long and the Short and the Tall

29. What do we learn from the play about the relationship between Smith and Evans?

You may wish to consider:

- how they behave towards each other
- what they think of the other characters in the play or of people at home
- how other characters behave towards them.

The Long and the Short and the Tall

30. Does the writer show Mitchem to be a good leader?

You may wish to consider:

- how Mitchem behaves towards the other soldiers
- the decisions he makes
- what the other men think of him.

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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.** “Most readers of this book feel sympathy for Frank, but there are plenty of other characters it is possible to feel sorry for.”

Apart from Frank, which character in this book do you feel most sorry for?

You may wish to consider:

- what your chosen character says and does
- particular events and incidents that your chosen character is involved in
- why you feel sorry for your chosen character.

Angela's Ashes

- 32.** How does the writer present the unhappiness and suffering he went through as a child?

You may wish to consider:

- particular incidents
- his family life
- the difficult conditions in Limerick at the time.

The Diary of Anne Frank

- 33.** Some readers might feel that Anne seems to be very unhappy for much of the time.

How does she show this unhappiness in her diary?

You may wish to consider:

- her life in the Annexe
- her relationships with others
- what she thinks about her life.

The Diary of Anne Frank

- 34.** In her diary entries, how does Anne present her relationship with Peter van Damm?

You may wish to consider:

- particular episodes involving Peter
- her feelings towards Peter, and how these change
- why the relationship is important to her.



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Bad Blood

35. What picture does the writer offer the reader of her time at secondary school?

You may wish to consider:

- the difficulties she encounters at secondary school
- aspects of her school life which she enjoyed
- friendships which she formed at the time.

Bad Blood

36. How does the writer show the reader the influence which her father had in her life?

You may wish to consider:

- how the writer describes her father
- family life in the Sage household
- significant episodes or events.

Chinese Cinderella

37. Some readers may feel that Adeline was very lonely, despite being surrounded by a large family.

Show how important loneliness is in this story.

You may wish to consider:

- how Adeline was treated by her family
- how Adeline was treated by people outside her family
- Adeline's feelings.

Chinese Cinderella

38. The nun at Sacred Heart School and Orphanage tells Adeline: "So you see, we all suffer in one way or another ...".

Show how characters other than Adeline 'suffer' hardships, or experience difficulties in their lives.

You may wish to consider:

- what happens to particular characters
- how the difficulties affected their lives
- how they coped.



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Down and Out in Paris and London

39. How successfully does the writer explain to us the effects which poverty had on him?

You may wish to consider:

- the physical hardships he suffered, in both Paris and London
- the jobs he took in Paris
- his time 'on the spike' in England.

Down and Out in Paris and London

40. Choose **TWO** episodes from the book, and write about them to show how the writer brings his experiences to life.

You may wish to consider:

- the settings and events in your chosen episodes
- the characters the writer meets
- how the episodes and characters are described.

A Moment of War

41. At one point Laurie Lee writes: "The landscape was plagued, stained and mottled, and all humanity seemed to have been banished from it. The normal drive of life had come to a halt ...".

How does the writer show the effects of war on the countryside and the people of Spain?

You may wish to consider:

- how the countryside is presented
- particular characters, and how the war has affected them
- the ways in which the writer brings out the war's effects.

A Moment of War

42. As he arrives back in England, in the final moments of the book, Laurie Lee is greeted with the words: " 'Well, I hope you're pleased with yourself' ".

From this account of his experiences, how far do you think he fulfilled his purpose in going to Spain?

You may wish to consider:

- why he went to Spain
- particular episodes during his time there
- the attitudes he expresses in the book.

(Total for Section D: 40 marks)



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(Total 40 marks)

TOTAL FOR PAPER: 120 MARKS

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