



**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 *The Send-off* and *Dulce et Decorum Est*. In these poems, Wilfred Owen writes about the First World War.

Compare the attitudes towards the War in these two poems, and show how these are expressed.

You may wish to consider:

- the events described in each poem
- the tone or mood of each poem
- words and phrases which the writer uses to express his feelings.

***Collection A: In Such a Time as This***

2. Re-read the poem *Lucozade*. In this poem, the writer recalls an episode which made a deep impression on her when she was a young person. Choose any **ONE** other poem from ***In Such a Time as This*** which also deals with memories from childhood.

Compare how the two poems deal with memories from childhood.

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 the poems *The Barn* and *Mid-Term Break*. In these poems, Seamus Heaney looks back on frightening or shocking experiences which he had as a child.

Compare how the two poems present his thoughts about these events.

You may wish to consider:

- the events described in each poem
- the tone or mood of each poem
- words and phrases which the writer uses to express his feelings.



**Collection B: Identity**

4. Re-read the poem *Old Man, Old Man*, which deals with old age. Choose any **ONE** other poem from *Identity* which also deals with old age.

Compare how the two poems deal with this subject.

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 C: Nature**

5. Re-read the poems *Wind* and *Nettles*. In different ways both of these poems show the power and the strong force of nature.

Compare how the two poems present the power of nature.

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 C: Nature**

6. Re-read the poem *The Horses*, which tells us about what life is like for the survivors of a disaster and mentions some of the difficulties they have to face.

Choose **AT LEAST ONE** other poem from *Nature* which also deals with people who suffer from man-made or natural problems and the difficulties they face.

Compare how the poems deal with this subject.

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)**

**Begin writing on page 4.**



**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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[This area contains 30 horizontal lines for writing answers.]

**Section A**

**(Total 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. Although Lennie can be violent, Slim says ‘He ain’t mean’.

How do you think Lennie is presented in this book?

You may wish to consider:

- how Lennie reacts to other characters
- how Lennie is presented through his behaviour
- how Lennie is shown in his relationship with George.

***Of Mice and Men***

8. ‘Most of the characters on the ranch have dreams, but their dreams can never come true.’

By referring to **TWO OR MORE** characters, show how far you agree with this view.

You may wish to consider:

- what the dreams are, for your chosen characters
- the background to the lives of your chosen characters
- what happens to their dreams, as the book progresses.

***To Kill a Mockingbird***

9. Scout tells this story as an adult, looking back on events in her upbringing.

Show how the writer presents the children’s experiences.

You may wish to consider:

- how the children behave
- the differences between the children’s experiences
- how the children view the adult world.

***To Kill A Mockingbird***

10. How is Bob Ewell presented in the book?

You may wish to consider:

- how he brought up his children
- what people think of him
- whether he is shown to change.



***Animal Farm***

11. ‘*Animal Farm* is a story of how ideas can go badly wrong.’  
How far do you agree with this view?

You may wish to consider:

- what the animals hope for at the start
- whether the pigs change over the course of the book
- how the Seven Commandments change.

***Animal Farm***

12. What is the role of Snowball in the book?

You may wish to consider:

- Snowball’s relationships with the other animals
- Snowball’s relationship with Napoleon
- how Snowball is used to bring out the writer’s ideas.

***Lord of the Flies***

13. What is the role of Ralph in the book?

You may wish to consider:

- his appearance and attitudes
- his relationships with Piggy and Jack
- his fight for survival at the end of the book.

***Lord of the Flies***

14. How important is the setting to the events of the book?

You may wish to consider:

- the first impressions of the island
- how isolated it is from the outside world
- how the setting can sometimes be threatening.



***The Other Side of Truth***

15. How are the similarities and differences between Sade and Femi presented to the reader?

You may wish to consider:

- how they behave
- how they cope with life in London
- how they change.

***The Other Side of Truth***

16. What is the importance of Uncle Roy and Auntie Gracie in the book?

You may wish to consider:

- the relationship between Uncle Roy and Auntie Gracie
- what Femi and Sade think of them
- how they help Sade and Femi.

***Twenty-One Stories***

17. How far do you agree that, in these stories, ordinary people are caught up in unusual situations? Refer to *Proof Positive* and **ONE** other story to support your answer.

You may wish to consider:

- the settings of the stories
- the personalities of the characters involved in the events
- the relationships between the characters.

***Twenty-One Stories***

18. A good short story must gain the reader's attention very quickly. Refer to *A Day Saved* and **ONE** other story to show how the writer does this.

You may wish to consider:

- how the reader is drawn into the feeling of suspense and unease
- how the characters are presented
- use of settings.

**(Total for Section B: 40 marks)**



**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:

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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.** Which character, in your opinion, learns the most from the visit of Inspector Goole?

You may wish to consider:

- how the character is presented before Inspector Goole arrives
- what lessons the character learns from the Inspector's visit
- why your chosen character has learnt more than other characters.

***An Inspector Calls***

**20.** What, in your view, is the role of Gerald in the play?

You may wish to consider:

- Gerald's relationship with Mr and Mrs Birling
- Gerald's relationship with Sheila
- how Gerald changes and develops, as the story unfolds.

***Educating Rita***

**21.** How is family life presented in the play?

You may wish to consider:

- what Frank and Rita think about family life
- how Rita's family behave towards her and her education
- how Rita and Frank are affected by their families.

***Educating Rita***

**22.** To what extent is Rita shown to change during the play?

You may wish to consider:

- how she acts when she first meets Frank
- how her relationship with her husband changes
- how her relationship with Frank develops.



***A View from the Bridge***

23. To what extent do you think Eddie is presented as a good man?

You may wish to consider:

- his attitudes and opinions about his family
- his relationships with Rodolfo and Marco and how they react to him
- his code of honour.

***A View from the Bridge***

24. ‘The play is mainly about family relationships.’  
To what extent do you think this is true?

You may wish to consider:

- Eddie’s role as the head of the family
- Catherine’s relationship with Eddie and Beatrice
- the relationship between Rodolfo, Marco and the other characters.

***Talking Heads***

25. By referring to *Bed Among the Lentils* and **ONE** other monologue, show how the writer presents the characters as people who are acting selfishly and only thinking of themselves.

You may wish to consider:

- how the narrators describe the other characters
- how other people respond to the narrators
- how the narrators themselves are presented.

***Talking Heads***

26. The monologues are about people who are trying to deal with problems in their lives. By referring to *Soldiering On* and **ONE** other monologue, show how the narrators deal with these situations.

You may wish to consider:

- what happens to the characters
- how other people respond to them
- how the narrators behave.



***Journey's End***

27. How are we shown that Raleigh changes during the play?

You may wish to consider:

- his attitude when he arrives at the front
- his relationship with Osborne and his reaction to Osborne's death
- how his relationship with Stanhope changes.

***Journey's End***

28. How does the writer present the relationships between the characters in the play?

You may wish to consider:

- Stanhope's relationships with Raleigh and with Hibbert
- Osborne's relationships with others
- how life in the trenches affected relationships.

***The Long and the Short and the Tall***

29. Why, in your view, is the Japanese prisoner important to the development of the play?

You may wish to consider:

- how the British soldiers act towards him
- whether any of the soldiers change once he appears
- whether all of the British soldiers behave in the same way towards him.

***The Long and the Short and the Tall***

30. How are the similarities and differences between Macleish and Mitchem presented to the audience?

You may wish to consider:

- how they act towards the British soldiers
- how they respond to the prisoner
- how the other soldiers act towards them.

**(Total for Section C: 40 marks)**













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(Section C continued)

Lined area for writing answers.

Section C

Two small empty boxes for marking.

(Total 40 marks)



**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.** How successfully does the writer use humour to lighten the sad atmosphere of the book?

You may wish to consider:

- Frank's positive personality
- particular childhood events
- his relationships with other people.

***Angela's Ashes***

**32.** How does Frank McCourt present his relationship with his parents?

You may wish to consider:

- his early memories
- the beliefs of his parents
- how his relationships with his parents change.

***The Diary of Anne Frank***

**33.** How well does the Diary bring out the better side of Anne's character?

You may wish to consider:

- what she reveals about herself
- her relationships with other people
- what other people think of her.

***The Diary of Anne Frank***

**34.** How does the Diary present family life?

You may wish to consider:

- how Anne's mother and father behave towards each other
- Anne's different relationships with her mother and father
- the other family in the Annexe.



***Bad Blood***

**35.** Choose **TWO** people from this book, and show how the writer has made them interesting for the reader.

You may wish to consider:

- how your two chosen characters act
- their relationships with the writer
- details which the writer uses to bring the people to life.

***Bad Blood***

**36.** How does the writer try to bring out the positive and happy side of her life, in the book?

You may wish to consider:

- the writer’s account of her childhood
- how the writer presents her relationships with her family
- the writer’s own view, as she looks back on her experiences towards the end of the book.

***Chinese Cinderella***

**37.** How does the writer show that school life was important to Adeline?

You may wish to consider:

- how she was treated in the schools she attended
- how her family reacted to her education
- why Adeline enjoyed school.

***Chinese Cinderella***

**38.** What is the importance of Big Sister and Big Brother in the book?

You may wish to consider:

- how they behaved
- what Adeline thought of them
- whether Adeline’s relationship with them changed.



***Down and Out in Paris and London***

39. How does the writer try to bring out the positive and lighter side of his experiences, despite the difficulties he describes in the book?

You may wish to consider:

- details from his time in Paris
- relationships which the writer forms with the people he meets
- particular episodes which highlight the positive aspects of his time 'on the spike'.

***Down and Out in Paris and London***

40. Choose **TWO** people who are described in the book, and show what the writer tells us about how they cope with their experiences and hardships.

You may wish to consider:

- how the writer describes your chosen characters
- what their jobs are, or how they fill their time
- the particular difficulties which they face.

***A Moment of War***

41. What lessons do you think Laurie Lee learns from his experiences in Spain?

You may wish to consider:

- his initial sense of belief in the cause he is going to fight for
- how his experiences affect him
- his thoughts when he looks back on the events.

***A Moment of War***

42. What is the importance of the American Sam and of the Spanish girl Eulalia?

You may wish to consider:

- the circumstances in which the writer meets them
- the writer's description of them
- why they are important to the writer and the effects they have on him.

**(Total for Section D: 40 marks)**









