

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 House* and *Half-past Two*. In each of these poems the writers present events through the eyes of a child.

Compare how the writers present 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 writers use to express their feelings.

Collection A: In Such a Time as This

2. Re-read *Refugee Blues*, in which the writer tells us about a very intense experience.

Choose **ONE** other poem from *In Such a Time as This* which also deals with powerful feelings or experiences. Compare how the two writers present strong feelings and emotions through their writing.

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 Road Not Taken* and *Warning*, both of which deal with the subject of people taking control of their lives.

Compare how the two writers present this issue.

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

4. Re-read *Still I Rise* which presents strong personal feelings to the reader. Choose **AT LEAST ONE** other poem from *Identity* which also presents strong personal feelings.

Compare how the poems present these feelings.

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 Storm* and *Mushrooms*, both of which describe the force and power of nature in different ways.

Compare how the two writers present this theme.

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 *Break of Day in the Trenches*, and choose **ONE** other poem from *Nature* which also expresses strong human emotions by using the natural world.

Compare how the two writers use the natural world to present human emotions.

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:



(Section A continued)

Lined writing area for Section A, continuing from the previous page.



M 3 6 4 7 5 A 0 7 3 2

(Section A continued)

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. How, in your view, does the writer present Curley's wife?

You may wish to consider:

- how she first appears in the story, and what she tells us about herself
- her relationship with Curley
- her relationship with other characters.

Of Mice and Men

8. Which character, in your view, is shown to suffer the most from cruel and unkind treatment by the other characters?

You may wish to consider:

- what happens to your chosen character
- the relationships between characters
- how your chosen character deals with the cruel behaviour of the other characters.

To Kill a Mockingbird

9. How does the writer present the relationship between Atticus and Scout?

You may wish to consider:

- how Atticus and Scout behaved
- what other people thought of Atticus and Scout
- whether the relationship between Atticus and Scout changed.

To Kill a Mockingbird

10. 'There are several "mockingbirds" in the novel.'

Choose **AT LEAST TWO** characters to show how far you agree with this opinion.

You may wish to consider:

- how your chosen characters behaved
- how other people behaved towards your chosen characters
- in what ways your chosen characters could be described as "mockingbirds".



Animal Farm

11. What do you consider to be the role of Benjamin in the book?

You may wish to consider:

- the way Benjamin behaves
- what he really believes in
- how he has managed to survive.

Animal Farm

12. How does the writer present the bullying and fear in the book?

You may wish to consider:

- what happened at the beginning of the story
- how the pigs took over
- later events in the story.

Lord of the Flies

13. ‘This story shows how people need to follow rules in order to live together.’

How far would you agree with this statement?

You may wish to consider:

- some of the rules which the boys make up
- what happens when rules are broken on the island
- how the story develops.

Lord of the Flies

14. Which character do you think is the most interesting in the story? Show why you have chosen this character.

You may wish to consider:

- the way your character is described
- the things your character says and does
- what others characters think of him.



The Other Side of Truth

15. What is the importance of Papa and Uncle Tunde in the book?

You may wish to consider:

- their relationships with Femi and Sade
- any differences between the ways they behave
- how they influence events in the story.

The Other Side of Truth

16. How does the opening of the book prepare us for the rest of the story?

You may wish to consider:

- what we learn about Mama and Papa
- how family members react to the dramatic events
- how the opening is linked to later events.

Twenty-One Stories

17. By referring to *I Spy* and **AT LEAST ONE** other story from this collection show how the writer presents relationships between adults and children.

You may wish to consider:

- how the adults treat the children
- how the children react to the treatment
- how the incidents are described.

Twenty-One Stories

18. ‘Some short stories have unexpected endings.’

By referring to *Special Duties* and **ONE** other story from this collection, show how important these unexpected endings are in making the stories interesting.

You may wish to consider:

- the events that lead up to the endings in the stories
- why the endings are surprising
- how particular characters react to the events in the stories.

(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:



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. What do you consider to be the role of Mrs Birling in the play?

You may wish to consider:

- how she is presented at the start of the play
- how she reacts to the Inspector
- her relationships with other characters.

An Inspector Calls

20. Eric says to his father, ‘you’re not the kind of father a chap could go to when he’s in trouble’.

How far do you agree with Eric’s comment?

You may wish to consider:

- the relationship between father and son
- how this relationship changes during the course of the play
- how Eric and his father behave at the end of the play.

Educating Rita

21. How does the writer present the changes in the relationship between Frank and Rita?

You may wish to consider:

- how they behave at the beginning of the play
- how they behave at the end of the play
- the differences in their personalities.

Educating Rita

22. In the play, Frank and Rita have relationships with many other people.

Why do you think these relationships are important in the play?

You may wish to consider:

- how Frank and Rita behave towards the other people
- how the other people mentioned behave towards Frank and Rita
- how the relationships with, for example, Denny and Julia, change.



A View from the Bridge

23. How does the writer present the character of Rodolfo?

You may wish to consider:

- first impressions of Rodolfo
- Rodolfo’s actions during the play
- what other characters think of Rodolfo.

A View from the Bridge

24. ‘In the play, loyalty is all that matters to Eddie.’

How far would you agree with this statement?

You may wish to consider:

- what Eddie feels about his family
- what Eddie thinks is important in life
- how events in the play affect Eddie.

Talking Heads

25. By referring to *A Lady of Letters* and **AT LEAST ONE** other monologue, show how the writer presents the narrators’ hopes and dreams.

You may wish to consider:

- what the narrators want out of life
- how other characters behave towards the narrators
- whether their hopes and dreams can come true.

Talking Heads

26. ‘The narrators are very unkind and negative about the people they tell us about in their monologues.’

By referring to *Her Big Chance* and **ONE** other monologue, show whether you agree with this opinion.

You may wish to consider:

- what the narrators say about the people
- what we learn about the narrators themselves
- any differences between the presentation of people in *Her Big Chance* and people in your chosen monologue.



Journey's End

27. How does the relationship between Stanhope and Raleigh change throughout the play?

You may wish to consider:

- Raleigh's memories of Stanhope
- the confrontations they have
- the final scenes of the play.

Journey's End

28. What, in your view, is the importance of the character Hibbert in the play?

You may wish to consider:

- the way Hibbert behaves
- how others behave towards him
- how his behaviour contributes to the themes of the play.

The Long and the Short and the Tall

29. How does the writer present the soldiers' fears and worries in the play?

You may wish to consider:

- what the soldiers are frightened of and worried about
- whether all of the soldiers are frightened and worried
- whether the soldiers react to their fears and worries in the same way as each other.

The Long and the Short and the Tall

30. How does the writer show the changing relationship between the British soldiers and the Japanese prisoner?

You may wish to consider:

- how the soldiers behave towards the prisoner when he is first captured
- how the soldiers behave towards each other
- how the British soldiers' views change after the prisoner is captured.

(Total for Section C: 40 marks)



(Section C continued)

Lined writing area for Section C.



Leave
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(Section C continued)

Section
C

(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 are Frank's relationships with his brothers presented in the book?

You may wish to consider:

- his relationships with Eugene and Michael
- the effect of Eugene's death on Frank
- how his relationship with Michael develops.

Angela's Ashes

32. 'The Limerick setting is important to Frank's account of his early life.'

Write about this setting, to show in what ways it affected him.

You may wish to consider:

- places which are described, and where he lived
- other factors, such as poverty, the frequent sickness and the weather
- what he thought about Limerick.

The Diary of Anne Frank

33. What do we learn about Anne from her relationships with the adults in the Annexe?

You may wish to consider:

- how Anne behaves towards the adults in the Annexe
- how the adults in the Annexe behave towards Anne
- whether the relationships change in any way.

The Diary of Anne Frank

34. 'Anne seems to be a very lonely and isolated young girl.'

How does the Diary present her loneliness?

You may wish to consider:

- what Anne thinks of herself and other people
- why the Diary is important to Anne
- how Anne's thoughts and feelings change.



Bad Blood

35. 'Family life drove me back to books', says the writer, giving a view of her family life.

What picture does the writer offer the reader of her home life while she was a teenager?

You may wish to consider:

- her relationship with her parents
- her relationship with other family members, and friends
- the routine of her family life.

Bad Blood

36. Write about the family member who, in your view, had the biggest impact on the writer when she was young.

You may wish to consider:

- the relationship the writer had as a child with this family member
- what the writer learnt from this person
- how the writer, looking back as an adult, presents the relationship.

Chinese Cinderella

37. 'In this book, most of the children are very cruel to each other.'

How does the writer present this cruelty?

You may wish to consider:

- what the children do that is cruel
- any differences in the children's behaviour
- how the children are affected by the cruelty.

Chinese Cinderella

38. What impressions do we get of family life in China from this book?

You may wish to consider:

- how members of the family behave
- whether all of the family behave in the same way
- the daily routines of family life.



Down and Out in Paris and London

39. How does the writer present his life in Paris?

You may wish to consider:

- the conditions in which he lived
- his work
- his relationships with other people.

Down and Out in Paris and London

40. How does the writer present his experiences, and his friendship, with Boris?

You may wish to consider:

- where and how they live
- their work together
- other aspects of their friendship.

A Moment of War

41. ‘In this book, the writer presents various attitudes to war by telling us about a range of people.’

How does the writer do this?

You may wish to consider:

- people who show bravery or cowardice
- people for whom the war is a good or positive experience
- people who betray their comrades.

A Moment of War

42. ‘Despite the war background, this book is mainly about friendship.’

How far do you agree with this statement?

You may wish to consider:

- incidents where friendships are made
- the people who befriended the writer
- the importance of these friendships to the writer.

(Total for Section D: 40 marks)



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 | <input type="checkbox"/> | Question 32 | <input type="checkbox"/> |
| Question 33 | <input type="checkbox"/> | Question 34 | <input type="checkbox"/> |
| Question 35 | <input type="checkbox"/> | Question 36 | <input type="checkbox"/> |
| Question 37 | <input type="checkbox"/> | Question 38 | <input type="checkbox"/> |
| Question 39 | <input type="checkbox"/> | Question 40 | <input type="checkbox"/> |
| Question 41 | <input type="checkbox"/> | Question 42 | <input type="checkbox"/> |

Write your answer to Section D here:



