

**QCA approved specimen paper for examinations from
June 2004**

Edexcel GCSE

English Literature 1213

Paper 2F

Foundation Tier

Time: 2 hours 15 minutes

Materials required for examination

Answer book (AB12)
The Edexcel Anthology
Texts

Items included with these question papers

Nil

Instructions to Candidates

Candidates must answer THREE questions in all, each from a different section:

Section A: Modern Poetry

Section B: Modern Prose

Section C: Modern Drama

Section D: Modern Literary Non-Fiction

In the boxes on the Answer Book, write the name of the Examining Body (Edexcel), your Centre Number, Candidate Number, the Subject/Module title, the Paper Reference, your Surname, Other names and Signature.

Write your answers in the Answer Book. Supplementary Answer Sheets may be used.

You will be awarded extra marks for accurate spelling, punctuation, grammar and suitable style.

Texts may be taken into the examination

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**

EITHER**1.*****In Such a Time as This***

Re-read the poems *Refugee Blues* and *Wherever I Hang*. Compare the ways in which the two writers describe experiences of arriving in a new country.

You may wish to consider:

- the setting of each poem
- what is happening to the people described in each poem
- the tone, or mood, of each poem.

OR**2.*****In Such a Time as This***

Re-read the poem *Lucozade*. In the poem the writer creates the picture of a character (“My mum”). Write about how the writer builds up the character of “mum” in *Lucozade*, comparing this with a character created in **ONE** other poem from ***In Such A Time as This***.

You may wish to consider:

- the character who is being described in each poem
- what happens to each character
- particular words or phrases used in making the characters seem lifelike.

OR**3.*****Identity***

Re-read the poems *Once Upon A Time* and *Follower*. In each of these poems, a father-son relationship is described. Compare how each writer describes this relationship, and how these feelings are expressed.

You may wish to consider:

- the viewpoint of each poem, father or son
- words or phrases which express their feelings
- how the relationship may change, over a period of time.

OR

4.

Identity

Re-read the poem *Not My Best Side*. Compare this poem with **AT LEAST ONE** other poem from ***Identity*** which also refers to how appearances may sometimes hide the truth.

You may wish to consider:

- how the knight, or the dragon, or the girl, think of themselves in *Not My Best Side*
- how the characters think of themselves in the other poem/poems which you have chosen
- any particular words or phrases used to reveal the truth.

OR

5.

Nature

Re-read the poems *Wind* and *The Storm*. They both show how strong the forces of nature can be. Compare how the two writers show us this strength, and how they comment on it.

You may wish to consider:

- the setting of each poem
- how each writer describes the effects of nature's force
- the poets' viewpoints on the events described.

OR

6.

Nature

Re-read the poem *The Stag*. In this poem the writer tells a story. Choose **ONE** other poem from ***Nature*** which also tells a story and compare how the two stories are presented.

You may wish to consider:

- the events which are being described
- the writer's viewpoint on the events in each poem
- the tone, or mood, of each poem.

END OF SECTION A

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**EITHER**

7. How does the writer use Lennie’s conversations with **AT LEAST TWO** other characters to bring out the difficulties he has fitting in with others?

You may wish to consider:

- how different characters speak to Lennie
- how Lennie responds to others
- the situations Lennie finds himself in
- relationships amongst other characters on the ranch.

OR

8. How is Crooks used in the novel to tell us about life on the ranch?

You may wish to consider:

- Crooks’ position as the only black person on the ranch
- prejudice amongst the ranch hands
- Crooks’ problems as a “cripple”
- Crooks’ relationships with other characters on the ranch.

To Kill a Mockingbird**EITHER**

9. In what ways does the writer present Atticus as a good father to Scout and Jem?

You may wish to consider:

- how Atticus is portrayed as a single parent
- the lessons which the children learn from seeing Atticus at work and at home
- how Atticus talks to, and deals with, the children.

OR

10. How is suspense created in the description of what happens in the courtroom?

You may wish to consider:

- Scout's viewpoint on the events
- how the evidence is revealed
- how others react to Tom Robinson and the Ewells.

Animal Farm

EITHER

11. How is the changing behaviour of the pigs used to show the breakdown of the Seven Commandments?

You may wish to consider:

- the original purpose of the Seven Commandments
- how the living conditions of the animals change
- the pigs' use of meetings and the role of Squealer
- the ending of the book.

OR

12. What do you learn about the role of Boxer in the book?

You may wish to consider:

- Boxer's strengths and weaknesses
- Boxer's relationships with the other animals
- how Boxer is treated by Napoleon and the other pigs
- how the writer uses Boxer to bring out ideas.

Lord of the Flies

EITHER

13. Show how the conch is used to highlight ideas in the book.

You may wish to consider:

- how different characters regard the conch
- the breakdown of order
- what happens at assemblies
- what finally happens to the conch.

OR

14. As the story progresses, how does Jack change and develop as a character?

You may wish to consider:

- his attitude at the beginning of the story
 - the choir
 - his hunters and their increasing violence
 - events at the end of the story.
-

The Other Side Of Truth

EITHER

15. Power is often misused in this book. Do you agree that the writer presents this theme effectively?

You may wish to consider:

- what happens to the family in Lagos
- Mrs Bankole's part in the story
- Sade's experiences at school.

OR

16. How does the writer show us the relationship between Sade and Femi changing throughout the book?

You may wish to consider:

- how their relationship is portrayed in the early scenes of the book
 - how Sade looks after Femi
 - their experiences at their foster homes
 - how Femi grows up during the course of the book.
-

*Twenty-One Stories***EITHER**

17. In a short story the beginning needs to gain the reader's attention quickly. Show how the writer achieves this in *The End of the Party* and **AT LEAST ONE** other story from the collection.

You may wish to consider:

- how Peter and Francis are presented at the beginning of *The End of the Party*
- how the writer draws the reader into the stories
- use of features such as dialogue or the description of settings.

OR

18. In *The Destructors* the writer shows us how ordinary people can become involved in extraordinary activities. Choose **ONE** other story from *Twenty-One Stories* in which unlikely events are also presented in a believable way.

How does the writer make these stories believable? In your answer you should refer to *The Destructors* and **ONE** other story.

You may wish to consider:

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

END OF SECTION B

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***EITHER**

19. In Act One, how does the writer bring about a change of atmosphere after the Inspector arrives?

You may wish to consider:

- the atmosphere at the family gathering before the Inspector arrives
- how the Inspector speaks to other characters
- how different characters speak to him.

OR

20. How is the character of Eric developed throughout the play?

You may wish to consider:

- how Eric appears at the start of the play
- the portrayal of his relationship with his parents
- the portrayal of his relationship with Eva/Daisy
- how he reacts at the end of the play, when the Inspector's identity is questioned.

*Educating Rita***EITHER**

21. What does the writer suggest that Rita hopes to achieve by doing her Open University course?

You may wish to consider:

- what the writer tells us of her background
- Rita's attitude towards education
- how the writer presents Rita at the start of the play.

OR

22. How is dialogue used to show the relationship between Frank and Rita?

You may wish to consider:

- how changes in their relationship are reflected in the dialogue
- how the way they speak shows their different backgrounds
- how they speak to each other at important moments in the play.

A View from the Bridge

EITHER

23. How does the relationship between Eddie and Catherine bring out important themes within the play?

You may wish to consider:

- the presentation of their relationship and Eddie's role as a substitute father
- jealousy - the conflict between Eddie and the two immigrants
- the social background to the events.

OR

24. In what ways is Beatrice an important character in the play?

You may wish to consider:

- Beatrice's relationship with Catherine
- Beatrice's relationship with Eddie, as the play progresses
- Beatrice's reaction to the two immigrants.

Talking Heads 1

EITHER

25. Referring to *A Lady of Letters* and **AT LEAST ONE** of the other monologues, show how the writer presents the themes of loneliness and unhappiness.

You may wish to consider:

- what the characters reveal or try to hide about their own lives
- how the characters are shown to depend on others
- how the writer hints at the characters' backgrounds.

OR

26. These monologues feature a single character speaking directly to the audience. How, then, does the writer hold the audience's interest? You should refer to *Bed Among the Lentils* and **AT LEAST ONE OTHER** monologue from the collection.

You may wish to consider:

- how the writer reveals background information about each character
- how each monologue explores relationships and events
- the use of humour.

Journey's End

EITHER

27. How is dialogue used to show that the character Raleigh changes and develops as the play progresses?

You may wish to consider:

- how Raleigh speaks about the war when he first appears in the play
- the dialogue between Raleigh and Stanhope
- Raleigh's dealings with others before the raid.

OR

28. Hardy says at the start of the play:

“Sometimes nothing happens for hours on end; then – all of a sudden – “over she comes” - rifle grenades - Minnies– and those horrid little things like pineapples - you know...swish – swish – swish – BANG!”

How does the writer use language throughout the play to create a convincing wartime setting?

You may wish to consider:

- how the conditions of life in the trenches are presented
- how the dialogue shows relationships between the men
- how particular characters cope – or fail to cope – with the situation.

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

29. How does the introduction of the Japanese prisoner affect relationships within the patrol?

You may wish to consider:

- tensions that exist before the prisoner arrives
- how relationships amongst the men change
- Bamforth's reaction to the Japanese prisoner
- the Japanese prisoner's behaviour.

OR

30. Do you consider that Sergeant Mitchem is presented as a good leader?

You may wish to consider:

- how Mitchem treats the members of the patrol at the start of the play
- Mitchem's relationship with Bamforth
- how Mitchem reacts to events throughout the play
- the ending of the play.

END OF SECTION C

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***EITHER**

31. The writer tells us the story of his own childhood from his point of view as an adult arriving in America. How effectively do you think he expresses the difficulties he faced as a young child?

You may wish to consider:

- how he coped with particular incidents
- his description of the effects of poverty
- his relationships with other people.

OR

32. How is humour used in this account of such an unhappy and deprived childhood?

You may wish to consider:

- how Frank's own personality contributes to the humour
- the use of dialogue
- how the childhood events in the book are seen from an adult's point of view.

*The Diary of Anne Frank***EITHER**

33. In the entry for 20th June, 1942, Anne writes:
"It's an odd idea for someone like me to keep a diarybecause it seems to me that neither I – nor....anyone else - will be interested in....a thirteen year old schoolgirl", and yet millions of people have read her account of her time in hiding.

Why do so many people still find Anne's account interesting?

You may wish to consider:

- the physical descriptions of her surroundings
- the circumstances under which her diary was written
- the relationships which exist amongst people in the house
- the thoughts and feelings which her diary presents.

OR

34. As you read her diary entries, what aspects of Anne's character strike you as remarkable, considering the circumstances in which she was living, as a Jewish girl in hiding from the Nazis?

You may wish to consider:

- how her personal qualities are revealed throughout the diary
- her relationship with Peter
- how she copes with the restrictions of being in hiding
- her relationships with the other people hiding in the "Secret Annexe".

Bad Blood

EITHER

35. At one point in the book Lorna Sage says that she is "under orders from the Spirit of the 1950s". How convincingly does she bring the world of her childhood to life?

You may wish to consider:

- her portrayal of family life
- her description of life at school
- her friendship with Gail as friends growing up at this time
- what she tells us of her pregnancy.

OR

36. In her description of her childhood what impression has Lorna Sage given you of her relationships with adults?

You may wish to consider:

- how she describes her changing relationship with her grandfather and other relatives
 - her own increasing maturity
 - how she portrays her dealings with other adults, such as her teachers.
-

*Chinese Cinderella***EITHER**

37. Throughout Adeline Yen Mah's account of her early life, she often highlights aspects of old Chinese traditions and makes them seem important to her. From the way she describes them, what aspects of these old traditions strike you as interesting?

You may wish to consider:

- how children were thought of by adults
- how Nai Nai was treated
- how the old traditions affected Adeline Yen Mah's school life
- any other examples of how Adeline Yen Mah's life was affected by the old traditional ways of behaviour.

OR

38. From her description of her early life, how important do you think Adeline Yen Mah's success at school was to her?

You may wish to consider:

- how she conveys the unhappiness of family life at the start at the book
- her relationship with Aunt Baba
- her relationship with her father
- how her school experiences differed from homelife.

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

39. George Orwell's account opens with the words:
 "The rue du Coq d'Or, Paris, seven in the morning. A succession of furious, choking yells from the street.... "How many times have I told you not to squash bugs on the wallpaper?" "

How clear a picture has George Orwell given you of life in Paris at this time?

You may wish to consider:

- how effectively he describes the physical surroundings
- how he brings to life the hardships he faces
- his search for work
- his time in the hotel as a plongeur.

OR

40. Throughout the course of his time in Paris and London, George Orwell meets many interesting individuals. Choose **TWO OR MORE** of these and show what he learns from meeting these individuals.

You may wish to consider:

- descriptions of the characters
- the use of dialogue, in the conversations George Orwell has with other people
- how valuable these meetings are for him.

A Moment of War

EITHER

41. When Laurie Lee first crosses from France into Spain, he is very hopeful about what he might achieve as a young man fighting for the Republican cause. After reading about his experiences in Spain throughout the book, do you feel that his hopes were fulfilled?

You may wish to consider:

- what he hoped to achieve, when he set out
- how his experiences affected him
- his mood looking back on events.

OR

42. When Laurie Lee goes back to Madrid, a town he had visited before this account begins, he writes “ I found the place transfigured.”

How does he feel about going back to places which he had first visited in different circumstances?

You may wish to consider:

- how he describes the damage caused by the war
- the effects of war on the lives of the people he meets
- his reactions to what he sees.

END OF SECTION D