

153/05

ENGLISH LITERATURE

SPECIFICATION B

FOUNDATION TIER

A.M. WEDNESDAY, 25 May 2005

(2½ hours)

	<i>Pages</i>
SECTION A (<i>Prose Anthology</i>)	2 - 3
SECTION B (<i>Poetry Anthology</i>)	4 - 5
SECTION C (<i>Drama</i>)	6 - 9

ADDITIONAL MATERIALS

A 12 page answer book.

An anthology.

INSTRUCTIONS TO CANDIDATES

Answer **Question 1** (Section A), **Question 2** (Section B) and **one** question from Section C.

Questions in Sections A and B consist of two parts. Part (a) (10 marks) is based on an extract from the anthology. You are then asked to answer **either** (b) **or** (c) (20 marks), which requires some longer writing on the texts in the anthology.

INFORMATION FOR CANDIDATES

You are advised to divide your time as follows:

Section A – about 55 minutes

Section B – about 55 minutes

Section C – about 40 minutes

SECTION A: 30 marks

1. Prose Anthology

Answer part (a) and **either** part (b) **or** part (c). You are advised to spend 20 minutes on part (a) and about 35 minutes on part (b) or part (c).

(a) Read the extract on the opposite page and then answer the following question:

How does Ted Hughes present the relationship between the man and the horse in this extract?

In your answer write about:

- the way the man behaves;
- the way the horse behaves;
- the way they react to each other.

Make sure that you refer to words and phrases used.

[10]

Either, (b) Some of the stories show incidents which are ‘life-changing’ for the characters involved.

Using “Niagara Falls All Over Again” and **one** other story, show how each writer presents the ‘life-changing’ experience.

In your answer write about:

- how each incident or experience is presented;
- the effects on the characters involved.

Remember to refer to words and phrases in **each** story to support your answer.

[20]

Or, (c) Write about the way Kitty Aldridge creates mood and atmosphere in “Villa Park”. Then compare this with the way another writer creates mood and atmosphere in **one** other story in the anthology.

In your answer write about:

- parts of the stories where the mood and atmosphere are important;
- words and phrases the writers use to create mood and atmosphere.

Remember to refer to words and phrases in **each** story to support your answer.

[20]

Now he noticed that the sky had grown much darker. The rain was heavier every second, pressing down as if the earth had to be flooded before nightfall. The oaks ahead blurred and the ground drummed. He began to run. And as he ran he heard a deeper sound running with him. He whirled around. The horse was in the middle of the clearing. It might have been running to get out of the terrific rain except that it was coming straight for him, scattering clay and stones, with an immensely supple and powerful motion. He let out a tearing roar and threw the stone in his right hand. The result was instantaneous. Whether at the roar or the stone the horse reared as if against a wall and shied to the left. As it dropped back on to its forefeet he flung his second stone, at ten yards' range, and saw a bright mud blotch suddenly appear on the glistening black flank. The horse surged down the wood, splashing the earth like water, tossing its long tail as it plunged out of sight among the hawthorns.

He looked around for stones. The encounter had set the blood beating in his head and given him a savage energy. He could have killed the horse at that moment. That this brute should pick him and play with him in this malevolent fashion was more than he could bear. Whoever owned it, he thought, deserved to have its neck broken for letting the dangerous thing loose.

He came out of the woodside, in open battle now, still searching for the right stones. There were plenty here, piled and scattered where they had been ploughed out of the field. He selected two, then straightened and saw the horse twenty yards off in the middle of the steep field, watching him calmly. They looked at each other.

"Out of it!" he shouted, brandishing his arm. "Out of it! Go on!" The horse twitched its pricked ears. With all his force he threw. The stone soared and landed beyond with a soft thud. He re-armed and threw again. For several minutes he kept up his bombardment without a single hit, working himself up into a despair and throwing more and more wildly, till his arm began to ache with the unaccustomed exercise. Throughout the performance the horse watched him fixedly. Finally he had to stop and ease his shoulder muscles. As if the horse had been waiting for just this, it dipped its head twice and came at him.

He snatched up two stones and roaring with all his strength flung the one in his right hand. He was astonished at the crack of the impact. It was as if he had struck a tile - and the horse actually tumbled. With another roar he jumped forward and hurled his other stone. His aim seemed to be under superior guidance. The stone struck and rebounded straight up into the air, spinning fiercely, as the horse swirled away and went careering down towards the far bottom corner of the field, at first with great, swinging leaps, then at a canter, leaving deep churned holes in the soil.

SECTION B: 30 marks

2. Poetry Anthology

Answer part (a) and **either** part (b) **or** part (c). You are advised to spend 20 minutes on part (a) and about 35 minutes on part (b) or part (c).

(a) Read the poem on the opposite page and then answer the following question:

How does Sheenagh Pugh present her ideas in this poem?

In your answer make sure you cover:

- what the poem is about;
- the two voices in the poem;
- the clash of ideas in the poem;
- anything else you find of interest.

[10]

Either, (b) How does Carol Ann Duffy present the teachers in her poems “Head of English” and “The Good Teachers”?

In your answer write about:

- Carol Ann Duffy’s attitude to the teachers in each poem;
- the teachers’ attitudes to the pupils;
- words and phrases you find interesting;
- anything else you find of interest.

[20]

Or, (c) How does Tony Harrison present his relationship with his parents in “Bringing Up” and “Timer”?

In your answer write about:

- the poet’s thoughts and feelings about his parents in each poem;
- the ways he presents his parents’ views in each poem;
- words and phrases you find interesting;
- anything else you find of interest.

[20]

Steel-town Sunsets

“We used to have such sunsets”, he said,
“you don’t see them so bright anywhere
but a steel town. I loved the late shift;
orange, red, pink, spread out like a kid’s painting
5 across the dark, and dust spinning
in all the lights ...”
“That’d be pollution, right?”
I said it twice: no answer.
“Eh?”
10 “Pollution.”
“Aye, I suppose.” He stared out
at black towers against a grey dusk.

SHEENAGH PUGH

SECTION C: 20 marks

Answer **one** of the following questions.

3. *Under Milk Wood*

Either,

- (a) Write about **one** or **two** of the male/female relationships that you find interesting. Explain why you find them interesting. [20]

Or,

- (b) Write about the parts of First Voice and Second Voice (the Voice in some editions of the play).

Think about:

- what is revealed about the characters;
- how the Voices (Voice) add to the play's mood and atmosphere;
- how the Voices (Voice) may add to an audience's enjoyment. [20]

4. *A View From The Bridge*

Either,

- (a) Give advice to an actor playing Eddie about how he should speak and behave at different points in the play.

Think about:

- his relationship with Catherine;
- his relationship with Beatrice;
- his attitude to Marco and Rodolpho;
- his visits to Alfieri. [20]

Or,

- (b) Write about a part of the play that you think would be particularly gripping for an audience.

Write about:

- what happens in your chosen part;
- how the characters involved speak and behave;
- why it would grip an audience. [20]

5. *An Inspector Calls*

Either,

- (a) Which character changes the most as a result of the Inspector's visit, in your opinion?

Think about:

- your chosen character's dealings with the Inspector;
- your chosen character's relationships with other characters in the play;
- the way your chosen character speaks and behaves at different points in the play;
- why you think your chosen character changes the most. [20]

Or,

- (b) Give advice to the actor playing Mr Birling about how he should speak and behave in the following parts of the play:

- at the beginning, before the Inspector arrives;
- at the end, after Gerald brings news that there is no Inspector Goole on the police force. [20]

6. *The Merchant Of Venice*

Either,

- (a) Imagine you are Bassanio. At the end of the play you think back over what has happened. Write your thoughts and feelings.

You may wish to think about:

- *borrowing the money;*
- *choosing the right casket;*
- *the trial;*
- *the end of the play.* [20]

Or,

- (b) Explain how Portia wins the case for Antonio.

Think about:

- Portia's plan to go to Venice;
- what happens in the trial;
- how Portia speaks and behaves;
- how other characters speak and behave. [20]

7. *Romeo and Juliet*

Either,

(a) What do you think about Friar Lawrence?

Think about:

- when he agrees to marry Romeo and Juliet;
- when he gives Juliet the potion;
- when he helps Romeo after Tybalt's death;
- his actions at the Capulet tomb;
- the end of the play.

[20]

Or,

(b) Think about the different types of love shown in *Romeo and Juliet*:

- romantic love;
- parental love;
- love between friends;
- the love between the Nurse and Juliet.

Choose **one** of these types of love, and write about how it is shown in the play.

[20]

8. *The Tempest*

Either,

(a) What do you think of the character of Ariel?

Think about:

- the ways in which Ariel helps Prospero at different times in the play;
- how Ariel is treated by Prospero;
- the way Ariel speaks and behaves.

[20]

Or,

(b) For which character in *The Tempest* do you have the greatest sympathy? Remember to give reasons for what you say. [20]

9. *Hobson's Choice*

Either,

- (a) What do you think of Hobson?

Think about:

- his relationship with Maggie;
- his relationships with his other daughters and their husbands;
- his attitude to business;
- the way he speaks and behaves at different points in the play. [20]

Or,

- (b) Imagine you are Albert Prosser. At the end of the play you think back over its events. Write down your thoughts and feelings.

You may wish to think about:

- *your courtship of, and marriage to, Vicky;*
- *your thoughts and feelings about Maggie and Willie's marriage;*
- *your thoughts and feelings about Hobson.* [20]

10. *Blood Brothers*

Either,

- (a) Who or what do you think was the most responsible for the deaths of Mickey and Edward?

Think about:

- the actions of Mrs Johnstone;
- the actions of Mrs Lyons;
- the actions of Mickey and Edward;
- fate;
- anything else you think important. [20]

Or,

- (b) Give advice to the actor playing Mrs Johnstone on how she should speak and behave at different points in the play.

Think about:

- Mrs Johnstone's meetings with Mrs Lyons;
- Mrs Johnstone's relationship with Mickey;
- Mrs Johnstone's relationship with Edward;
- Mrs Johnstone's relationships with other characters. [20]