



**GCSE**

153/05

**ENGLISH LITERATURE  
SPECIFICATION B  
Foundation Tier**

A.M. TUESDAY, 24 May 2011

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**

Use black ink or black ball-point pen.

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:

What do you learn about Tam's feelings **in this extract**?

In your answer write about:

- Tam's feelings about school;
- Tam's feelings about Alec and Big Sim;
- Tam's feelings about the new boy, Colin.

[10]

**Either,**

(b) Most of the stories in the anthology show characters facing some kind of struggle. Choose **two** stories and write about the struggle faced by **one** character in **each** story.

In your answer write about:

- the struggle each character faces;
- the impact of each struggle;
- interesting words and phrases from each story;
- which story you prefer and why.

[20]

**Or,**

(c) Some of the stories in the anthology could be seen as a battle between good and evil. Write about **two** stories which you think are about the battle between good and evil.

In your answer write about:

- the evil in each story;
- the good in each story;
- interesting words and phrases from each story;
- which story you prefer and why.

[20]

For the rest of the period he day-dreamed about how he would sort out the new boy.

The last period of the morning was PE. Once again the new boy was in his class. Tam watched him closely in the dressing-room and nudged Alec when the new boy took a pair of shining white shorts out of his duffle bag.

‘Look whit snobby’s goat.’

Tam wore his own black shorts under his jeans. He never carried anything to school, even a pencil. If you tried to carry things around they just got lost. And then there was trouble.

‘Ah still think e’s big.’ It was Alec again. Sometimes Tam wondered why he bothered with Alec, because Alec wasn’t normal. He supported Partick Thistle for a start. Partick Thistle!

Tam decided to needle his friend. ‘See me an him. It’ll be like Rangers and Partick Thistle. Nae contest. The bigger they are, the harder they faw.’

The PE teacher, Mr Simpson, appeared, bouncing a football on the stone floor. Big Sim he was called and he was as hard as nails. That was why Tam never forgot his shorts.

‘OK,’ Big Sim said. ‘Pay attention, lads. Football in the top playground and nothin above head height because of the windows. Got that?’

Big Sim’s cold blue eyes flicked over them, one by one, looking for any boy without his full kit, but even wee Sammy, who didn’t know the day of the week, had brought his gear.

Out in the playground they were divided into teams. Tam was pleased to see that he was in the opposite team from the new boy. Now he would show him who was the boss.

The game started. The orange football began to skid around the playground chased by the players.

After a few minutes the new boy, who turned out to be a good player, dribbled towards Tam. As he went past Tam tripped him, making it look like an accidental late tackle. The new boy fell his full length on the concrete playground. His nose was in a puddle and his knee was bleeding. The white shorts were splattered with mud.

Big Sim came pounding up, blowing his whistle and waving his arms like a big-time referee as the boys crowded round the figure on the ground.

‘Get back, you lot. Are you OK lad? Any damage?’

The new boy smiled. ‘Ah’m fine, Sir. Ah’ve just skint ma knee. That’s aw. Accidents happen, ye ken.’

But Tam sensed that the rest of them didn’t think it was an accident. He heard Alec’s whisper over his left shoulder. ‘See you. You’re mental!’

For the rest of the game he hardly got a kick at the ball, but the new boy’s name began to ring out over the playground.

‘Well done, Colin.’

‘Nice pass, Colin.’

‘Great goal, Colin.’

Afterwards, in the dressing-room, Tam pulled on his clothes without a word to anybody. He felt that somehow he had suffered a great defeat and he wasn’t quite sure how it had happened. OK, he had tripped the guy. So what? That was nothing.

Five minutes later Tam sat in the shelter and watched the entrance of the PE building. He felt a tension that tightened his throat and neck so that he could hardly breathe.

GEDDES THOMSON

## 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.

What does this poem tell you about the past?

In your answer write about:

- the way memories from the past are described in the poem;
- links between the past and the present;
- interesting words and phrases.

[10]

**Either,**

(b) This is the final examination where the poems in this anthology will be studied. Choose **two** poems from the anthology and explain why you think they should continue to be studied in schools.

In your answer write about:

- what **each** poem is about;
- interesting words and phrases from **each** poem;
- your reasons for choosing these two poems;
- which poem you prefer and your reasons.

[20]

**Or,**

(c) The best poems are often about unpleasant or unsettling things. Choose **two** poems from the anthology. Write about what you think is unpleasant or unsettling in **each** poem. [20]

*The Old Road*

Most of the old road is buried under  
the new. Just now and then, the grey track  
slips alongside: asphalt going back  
to grass, disappearing in the heather.  
5 It led to town; it took every crofter  
thrown off the land. Young lads, out to make  
a fortune, turned away from home to take  
the narrow road that led to something better,  
to steady work, money put by,  
10 or the graveyard cough and a parish funeral.  
Sometimes you can fancy a file of shadows  
tramping this road: wary, stoical,  
dreaming ahead, keeping their hopes high,  
their thin coats open to every wind that blows.

From *Id's Hospit* by Sheenagh Pugh (Seren, 1997)

## SECTION C

3. *Under Milk Wood***Either,**

- (a) Write about **one** or **two** relationships between men and women that you find interesting in *Under Milk Wood*. Explain why you find them interesting. [20]

**Or,**

- (b) What impressions do you have of life in Llareggub, from your reading of *Under Milk Wood*?

Think about:

- what you learn about the town;
- some of the people who live there, and how they speak and behave;
- some of the things that happen during the play. [20]

4. *A View From The Bridge***Either,**

- (a) What do you think of Eddie Carbone?

Think about:

- his changing relationship with Beatrice;
- his changing relationship with Catherine;
- his changing attitudes to Marco and Rodolfo;
- the ways he responds to Mr. Alfieri;
- the way he speaks and behaves at the end of the play. [20]

**Or,**

- (b) At the beginning of the play, Alfieri tells the audience, “Justice is very important here.” Write about **one** or **two** parts in the play where justice is important.

Think about:

- what happens;
- who is involved;
- how justice is important in the part(s) you have chosen. [20]

### 5. *An Inspector Calls*

**Either,**

- (a) Imagine you are Mrs. Birling. 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 thoughts and feelings before the Inspector arrives;*
- *what you learned about the rest of your family and Gerald Croft;*
- *your thoughts and feelings after your interview with the Inspector;*
- *your thoughts and feelings at the end of the play.*

[20]

**Or,**

- (b) Inspector Goole reveals secrets about all the characters' involvements with Eva Smith. Which secret do you think an audience would find the most shocking? Write about the secret that is revealed, and give reasons why you think an audience would find it the most shocking.

[20]

### 6. *The Merchant Of Venice*

**Either,**

- (a) Imagine you are Bassanio. 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 friendship with Antonio;*
- *the deal with Shylock;*
- *the caskets test;*
- *the trial;*
- *the end of the play.*

[20]

**Or,**

- (b) One of the main themes in *The Merchant of Venice* is prejudice. Write about **one** or **two** parts of the play where prejudice is important.

Think about:

- what happens;
- who is involved;
- how prejudice is important in the part(s) you have chosen.

[20]

## 7. *Romeo and Juliet*

**Either,**

- (a) Write about Juliet's relationship with her parents, Lord and Lady Capulet.

Think about:

- the way Juliet and her parents speak and behave at the beginning of the play;
- the way Juliet and her parents speak and behave after Tybalt's death, when she refuses to marry Paris;
- the way Juliet and her parents speak and behave when Juliet returns from seeking advice from Friar Lawrence;
- the way Lord and Lady Capulet speak and behave at the end of the play. [20]

**Or,**

- (b) Imagine you are Friar Lawrence. 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 reasons for agreeing to marry Romeo and Juliet;*
- *the advice you gave Romeo;*
- *the advice you gave Juliet;*
- *the end of the play.* [20]

## 8. *Othello*

**Either,**

- (a) What do you think of Roderigo?

Think about:

- how he is used by Iago;
- his feelings for Desdemona;
- his fight with Cassio;
- the way he speaks and behaves at different points in the play. [20]

**Or,**

- (b) Write about the part of the play where you have the most sympathy for Othello, and the part of the play where you have the least sympathy for him. Give reasons for what you say. [20]



### 9. *Hobson's Choice*

**Either,**

- (a) Imagine you are Henry Hobson. 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 relationships with your daughters;*
- *your feelings about your business;*
- *your feelings about your daughters' marriages;*
- *anything else you think important.*

[20]

**Or,**

- (b) *Hobson's Choice* is set in 1880, and was first performed in 1916. Why, then, do you think it is still popular in the 21st century?

Think about:

- what happens in the play;
- the relationships between the characters;
- the way the characters speak and behave;
- the messages of the play.

[20]

### 10. *Blood Brothers*

**Either,**

- (a) Give advice to the actor playing Edward on how he should present the character to an audience.

Think about:

- Edward as a child;
- Edward as a teenager;
- Edward as an adult.

[20]

**Or,**

- (b) Write about the contribution the Narrator makes to the play.

Think about:

- the different characters he plays;
- the themes he may help the audience to understand;
- the way he speaks and behaves at different points in the play.

[20]