



**GCSE**

153/07

**ENGLISH LITERATURE  
SPECIFICATION B  
Higher 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 - 8

0153  
07/0001

**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:

How does Geddes Thomson present Tam's feelings **in this extract**? [10]

**Either,** (b) Most of the stories in the anthology show characters facing some kind of personal struggle. Choose **two** stories and write about the struggle faced by a character in **each** story. [20]

**Or,** (c) Some of the stories in the anthology could be seen as a battle between good and evil. Choose **two** stories and show how the writers present the battle between good and evil. [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 answer the following question.

How does Sheenagh Pugh present the past in this poem?

In your answer write about:

- how memories from the past are described;
- the relationship 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. [20]

**Or,** (c) The best poems are often about unpleasant or unsettling things. Choose **two** poems from the anthology. Write about how **each** poem shows things that are unpleasant or unsettling. [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: 20 marks

Answer **one** of the following questions.

**3. *Under Milk Wood***

**Either,**

- (a) How does Dylan Thomas present relationships between men and women in his play? [20]

**Or,**

- (b) This is the last time that *Under Milk Wood* will be a set text for English Literature with WJEC, at least for some time. Write why, or why not, you think it is a good text to study. [20]

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

**Either,**

- (a) To what extent is it possible to feel sympathy for Eddie, in your opinion? Support your answer with detailed reference to the whole play. [20]

**Or,**

- (b) At the beginning of the play, Alfieri tells the audience, "Justice is very important here." How does Arthur Miller show the importance of justice in *A View From The Bridge*? [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. Remember how Mrs. Birling would speak when you write your answer. [20]

**Or,**

- (b) Of all the secrets revealed by the Inspector during his visit, which do you think an audience would find most shocking and why? [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. Remember how Bassanio would speak when you write your answer. [20]

**Or,**

- (b) One of the main themes in *The Merchant of Venice* is prejudice. Show how Shakespeare presents this theme to an audience. [20]

**7. *Romeo and Juliet*****Either,**

- (a) Show how Juliet's relationship with her parents, Lord and Lady Capulet, changes, from the beginning of the play, to her death at the end. [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. Remember how Friar Lawrence would speak when you write your answer. [20]

**8. *Othello*****Either,**

- (a) How is the character of Roderigo important to the play as a whole? [20]

**Or,**

- (b) Othello described himself as "one that loved not wisely, but too well." To what extent do you agree with this description of his character? [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. Remember how Hobson would speak when you write your answer. [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? [20]

**10. *Blood Brothers*****Either,**

- (a) Give advice to the actor playing Edward on how he should present the character to an audience. [20]

**Or,**

- (b) How is the character of the Narrator important to the play as a whole? [20]