

Centre No.						Paper Reference				Surname	Initial(s)	
Candidate No.					4	3	5	5	/	1	F	Signature

Paper Reference(s)

**4355/1F**

# London Examinations IGCSE

## English Language

### Paper 1F

# Foundation Tier

Tuesday 2 June 2009 – Morning

Time: 2 hours

Materials required for examination

Nil

Items included with question papers

Nil

Examiner's use only

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Team Leader's use only

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Question Number	Leave Blank
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**Instructions to Candidates**

In the boxes above, write your centre number, candidate number, surname, initial(s) and signature. Check that you have the correct question paper. Answer ALL the questions. Write your answers in the spaces provided in this question paper. Do not use pencil. Use blue or black ink.

**Information for Candidates**

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2). There are 9 questions in this question paper. The total mark for this paper is 60. There are 16 pages in this question paper. Any blank pages are indicated. Copies of the London Examinations Anthology may NOT be brought into the examination. Dictionaries may NOT be used in this examination.

**Advice to Candidates**

You are reminded of the importance of clear English and careful presentation in your answers. You are advised to spend an equal amount of time on each of the three sections of this paper.

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*Turn over*

ANSWER ALL QUESTIONS

SECTION A: Reading

You should spend about 40 minutes on this section.

Read the following passage carefully and then answer the questions which follow.

*Floella Benjamin came to England from the warm island of Trinidad when she was a child. She writes about her first winter and spring in London.*

5 The days and weeks turned into cold winter months and I felt as if my body was going to break. White smoke came out of my mouth as I spoke. I blew on to my fingers to try to warm them but nothing could get rid of the tight, stiff feeling deep inside me. When I first arrived in England I thought it was cold but now I knew what coldness really was. In September there was an orange-gold look about the trees, but now it was freezing and the trees had lost their leaves so they stood naked like skeletons exposing every limb. I longed to see the warm sun and feel the heat of it on my back, penetrating into my soul.

10 The winter weather, especially the fog, made me feel depressed. The nights seemed to start so early, even before the end of the afternoons. When we came out of school it was already dark. Once we came out and it seemed as if the world had disappeared under a grey blanket. I couldn't see anything except for fuzzy, distorted lights coming at me out of the distance. People also started to appear from nowhere and disappear again. As I stumbled forward I squinted my eyes in an effort to see more clearly but it made no difference – the thick greyness was impenetrable. There was a hushed, mysterious feel to the atmosphere; even the usual traffic noise was muted as vehicles slowly crawled along the roads, creeping in and out of vision. The cold, sooty air seeped into my lungs and made me cough; it tasted horrible. Later on the radio I heard someone saying that it was one of the foggiest days London had ever seen.

20 In my short time in England I had experienced all kinds of unpleasant weather: cold winds that felt as if they would tear the skin on my face; freezing rain (not the sort I like dancing in); and days upon days without sunlight. I could never be sure what the next day would be like and I began to understand why the English always talked about the weather. There was so much of it.

25 There was, however, one kind of weather that made me feel happy even though I was cold. I so clearly remember the first time I experienced the thrill of it. On a cold morning, as I huddled under my thick blanket, the smell of the paraffin lamp still lingering in the air, I was awakened by a stillness, an eerie quietness. A strong, clear light shone through the curtains, not the usual murky greyness but a magical light. I sensed something was different about this day as I slowly went to the window. I lifted up the curtain and wiped the condensation off the pane. Then I saw it, a pure white blanket that dazzled me. It was a whiteness I had never seen before and everything was covered in it. I gasped with wonderment. The landscape looked so beautiful, it took my breath away. Surprisingly I didn't feel cold; the beauty had warmed me. I had fallen in love with snow. We spent the rest of the day watching from the windows. Marmie didn't send us to school because it was snowing, but she got told off by the Headmistress who told her that next time we had to come to school in the snow – it would not hurt us, we would survive!



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By the time spring came my feelings of uncertainty about my new homeland were beginning to thaw. Happier feelings began to blossom in my mind. Perhaps it was because suddenly everything in the land started to come alive again. The yellow daffodils popped out and waved like flags. Cherry blossom decked the bare branches in pink garlands. I hoped that suddenly people's feelings would open up towards me and blossom too.



**You should refer closely to the passage to support your answers.  
You may include brief quotations.**

1. What does the writer do to try and warm her fingers?

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Q1

**(Total 1 mark)**

2. Look again at lines 2 to 8.  
What does the writer notice that tells her it is now winter? Give **two** examples.

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Q2

**(Total 2 marks)**

3. Look again at lines 9 to 19.  
Explain what changes the writer notices when it is foggy.

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Q3

**(Total 4 marks)**



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- 4. Look again at lines 32 to 38.  
Why do you think Marmie and the Headmistress reacted to the snowy day so differently?

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(Total 2 marks)

Q4

- 5. Explain how the writer’s feelings about the snow differ from her feelings about the fog and the other kinds of weather.

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(Total 5 marks)

Q5



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6. How does the writer help the reader to understand her thoughts and feelings about the weather?

You may include **brief** quotations from the passage to support your answer.

[Dotted lines for writing]

Q6

[Empty box for marking]

(Total 6 marks)

TOTAL FOR SECTION A: 20 MARKS



## SECTION B: Reading and Writing

You should spend about 40 minutes on this section.

Remind yourself of the passage *Harriet Tubman* from the London Examinations Anthology and then answer questions 7 and 8.

### *Harriet Tubman*



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Harriet Tubman was born into slavery in Dorchester County on the Eastern shore of Maryland. Her parents, Benjamin Ross and Harriet Green, were enslaved Ashanti Africans who had eleven children, and saw many of the older children sold into the Deep South. At five years old, Araminta was “rented” to neighbours to do housework. She was never very good at household chores, and was beaten regularly by her owners. She was, of course, not educated to read or write. She eventually was assigned work as a field hand, which she preferred to household work. Although she was a small woman, she was strong, and her time working in the fields probably contributed to her strength. In 1844 or 1845, Harriet married John Tubman, a free black. She always contemplated freedom and resented her situation.

In 1849, several events came together to motivate Harriet Tubman to act. She heard that two of her brothers were about to be sold in the Deep South. Her husband threatened to sell her, too. She tried to persuade her brothers to escape with her, but ended up leaving alone, making her way to Philadelphia, and freedom. The year after Harriet Tubman’s arrival in the North, she decided to return to Maryland to free her sister and her sister’s family. In the next 16 years, she returned 18 or 19 more times, bringing a total of over 200 slaves out of slavery.

When Tubman first arrived in Philadelphia, she was, under the law of the time, a free woman. But the next year, with the passage of the Fugitive Slave Act, her status changed: she became instead, a fugitive slave, and all citizens were obligated under the law to aid in her recapture and return. So she had to operate as quietly as possible, but nevertheless she was soon known throughout abolitionist circles and the freedmen’s communities.

As the impact of the Fugitive Slave Act became clear, Tubman began guiding her “passengers” on the “underground” railway all the way to Canada, where they would be truly free. From 1851 through 1857, she herself lived part of the year in St. Catherines, Canada, as well as spending some time in the area of Auburn, New York, where many of the citizens were anti-slavery.

Among those she brought out of slavery were members of her own family. She freed three of her brothers in 1854, bringing them to St. Catherines. In 1857, on one of her trips to Maryland, Harriet Tubman was able to bring both of her parents to freedom. She first established them in Canada, but they could not take the climate, and so she settled them on land she bought in Auburn with the aid of abolitionist supporters. Her trips were largely financed by her own funds, earned as a cook and laundress. But she did get other support from many of the leading figures of New England, and many key abolitionists.

After the Civil War broke out, Harriet Tubman went South to assist and work with “contrabands” – escaped slaves who were attached to the Union Army. She also briefly went to Florida on a similar mission.



45 In July of 1863, Tubman led troops under the command of Colonel James Montgomery  
in the Combahee River expedition, disrupting Southern supply lines by destroying  
bridges and railroads. The mission also freed more than 750 slaves. Harriet Tubman is  
credited not only with significant leadership responsibilities for the mission itself, but  
with singing to calm the slaves and keep the situation in hand. Tubman came under  
Confederate fire on this mission. General Saxton, who reported the raid to Secretary  
of War Stanton, said, "This is the only military command in American history wherein  
50 a woman, black or white, led the raid and under whose inspiration it was originated  
and conducted." Tubman believed that she was in the employ of the U.S. Army. When  
she received her first pay check, she spent it to build a place where freed black women  
could earn a living doing laundry for the soldiers. But then she wasn't paid regularly  
again, and wasn't given the military rations she believed she was entitled to. She was  
55 paid only a total of \$200 in three years of service. She supported herself and her work  
by selling baked goods and root beer which she worked on after her work duties were  
complete.

In the immediate aftermath of the Civil War, Harriet Tubman worked to establish  
schools for freedmen in South Carolina. While she never learned to read and  
60 write, she appreciated the value of education for the future of freedom. In 1896,  
in a touching link to the next generation of African American women activists,  
Harriet Tubman spoke at the first meeting of the National Association of Coloured  
Women. Thinking of the future and continuing her support for aged and poor African  
Americans, Tubman established a home, incorporated in 1903 and opened in 1908,  
65 initially called the John Brown Home for Aged and Indigent Coloured People, and  
later named after her instead. The home, to which she moved in 1911, continued for  
several years after her death on March 10, 1913, of pneumonia. She was buried with  
full military honours.

Jone Johnson Lewis





**You must answer both questions, 7 and 8.**

7. How does the writer help us to understand the difficulties that Harriet Tubman faced in her life?

In your answer you should write about:

- her early life
- her fight against slavery
- the language that the writer uses.

You should refer closely to the passage to support your answer. You may include **brief** quotations.

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8. Harriet Tubman struggled to overcome great difficulties to achieve her aims.

Write about somebody you know, or somebody you have heard of, and explain how he or she has overcome great difficulties in his or her life.

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(Question 8 continued) .....

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Q8

(Total 10 marks for Writing)

TOTAL FOR SECTION B: 20 MARKS



### SECTION C: Writing

You should spend about 40 minutes on this section.

9. Imagine that you have been asked to leave your home in an emergency. You have been told to choose five things that you can take with you.

Say what you would take and explain why those five things are important to you.

You may choose to write about:

- things that would be useful to you, or are valuable in some way
- things that have a meaning for you alone
- things that remind you of people, places, or other times in your life.

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Q9

**(Total 20 marks)**

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**TOTAL FOR SECTION C: 20 MARKS**

**TOTAL FOR PAPER: 60 MARKS**

**END**

Edexcel Limited gratefully acknowledges the following source used in the preparation of this paper:

Floella Benjamin, *Coming to England*, Puffin Books, 1987. Used with kind permission of Chrysalis Books.  
Jone Johnson Lewis, *Harriet Tubman*, [www.womenshistory.com](http://www.womenshistory.com)

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