



General Certificate of Secondary Education
Foundation Tier
June 2015

English Literature

97151F

F

Unit 1 Exploring modern texts

Monday 18 May 2015 9.00 am to 10.30 am

For this paper you must have:

- an AQA 16-page answer book
- unannotated copies of the texts you have been studying.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is 97151F.
- Answer **two** questions.
- Answer **one** question from **Section A** and **one** question from **Section B**.
- You must have a copy of the AQA Prose Anthology *Sunlight on the Grass* and/or the text/s you have studied in the examination room. The texts must **not** be annotated and must **not** contain additional notes or materials.
- Write your answers in the answer book provided.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 68.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose.
- Spelling, punctuation and grammar will be assessed in all questions. The marks available for spelling, punctuation and grammar (SPaG) are shown for each question.

Advice

- You are advised to spend about 45 minutes on Section A and about 45 minutes on Section B.
- You are reminded that there are 34 marks for each section.

Section A		Questions	Pages
Modern prose or drama			
AQA Anthology	<i>Sunlight on the Grass</i>	1 – 2	3
Set Texts:			
William Golding	<i>Lord of the Flies</i>	3 – 4	4
Kevin Brooks	<i>Martyn Pig</i>	5 – 6	4 – 5
Susan Hill	<i>The Woman in Black</i>	7 – 8	6
Joe Simpson	<i>Touching the Void</i>	9 – 10	7
Dylan Thomas	<i>Under Milk Wood</i>	11 – 12	8
Arthur Miller	<i>The Crucible</i>	13 – 14	9
Diane Samuels	<i>Kindertransport</i>	15 – 16	10
JB Priestley	<i>An Inspector Calls</i>	17 – 18	11
Dennis Kelly	<i>DNA</i>	19 – 20	12
Section B			
Exploring Cultures		Questions	Pages
John Steinbeck	<i>Of Mice and Men</i>	21	14 – 15
Chimamanda Ngozi Adichie	<i>Purple Hibiscus</i>	22	16
Lloyd Jones	<i>Mister Pip</i>	23	17
Harper Lee	<i>To Kill a Mockingbird</i>	24	18 – 19
Doris Pilkington	<i>Rabbit-Proof Fence</i>	25	20 – 21

Section A: Modern prose or drama

Answer **one** question from this section on the text you have studied.

You are advised to spend about 45 minutes on this section.

Anthology: *Sunlight on the Grass*

EITHER**Question 1**

0	1
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 Answer **Part (a)** and **Part (b)****Part (a)**

How does the writer present the relationship between Carla and Stefan Jeziorny in *My Polish Teacher's Tie*?

Write about:

- Carla and Stefan's relationship in the story
- the methods the writer uses to present this relationship.

and then Part (b)

How does the writer present **one** relationship in **one** other story from *Sunlight on the Grass*?

[30 marks]

SPaG [4 marks]

OR**Question 2**

0	2
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 Answer **Part (a)** and **Part (b)****Part (a)**

How does the writer present the boy feeling afraid in *Anil*?

Write about:

- what makes the boy feel afraid
- the methods the writer uses to present these feelings.

and then Part (b)

How does the writer present a character feeling afraid in **one** other story from *Sunlight on the Grass*?

[30 marks]

SPaG [4 marks]

William Golding: *Lord of the Flies*

OR

Question 3

0 3 Write about **two** events in *Lord of the Flies* that you think are important to the whole novel.

You should write about:

- what happens in each event
- why you think each event is important to the novel
- the methods Golding uses to make you think as you do.

[30 marks]
SPaG [4 marks]

OR

Question 4

0 4 Piggy is described as a 'true, wise friend'.

Do you agree with this statement about Piggy in *Lord of the Flies*?

Write about:

- what Piggy says and does
- how Piggy is shown to be a 'true, wise friend', or not
- the methods Golding uses to make you feel as you do.

[30 marks]
SPaG [4 marks]

Kevin Brooks: *Martyn Pig*

OR

Question 5

0 5 How does Brooks present friendships in *Martyn Pig*?

Write about:

- the different friendships in the novel
- what happens to these friendships during the novel
- the methods Brooks uses to present these friendships.

[30 marks]
SPaG [4 marks]

OR

Question 6

0	6	Read the passage below and then answer the question that follows.
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Her shiny brown coat rustled as she entered the hall. She was a ludicrous person. Bony, leathery, with sticky-out elbows and bow legs, she looked like a cartoon woman. A crazy old spook.

She removed her coat and passed it to me without looking.

'Dad's sick, Aunty,' I said, hanging up her coat. 'He's in bed.'

'Sick?' she snorted. 'So that's what he calls it now, is it?'

She looped the strap of her handbag over her shoulder and adjusted the hang of her dress. It was the same dress she always wore, a stiff cream-coloured thing with shiny brass buttons. Stiff enough to stand up on its own.

'No, he really is *sick*,' I said. 'Flu or something, a virus.'

She snorted again. A phlegmy, back-of-the-throat noise, complete with flared nostrils and a curled upper lip. Her teeth were remarkably small, like baby's teeth. Small and square. I'd often wondered if they were false. She marched into the front room and I followed her, like some kind of weird offspring following its mother.

'*Whoof*,' she exclaimed. 'What on *earth* is that smell?'

'Drains,' I spluttered, 'the drains up the road are being fixed.'

'I didn't see anything.'

'No, they *were* being fixed, a couple of days ago, the waterboard were digging up the road. They can't have mended them properly.'

'Hmmm,' she said.

Then she was pacing round the room, looking into every corner, checking for dust, beer cans, bottles. I stood there watching her, hoping she was as mad as she looked. Her hair sat on top of her head like a blue Brillo pad, rigid and unmoving. Why does she do that to it? I thought. Does she think it looks nice? What does it *feel* like? A nylon brush? A hedgehog?

How does Brooks present the relationship between Martyn and Aunty Jean here and elsewhere in the novel?

Write about:

- what Martyn and Aunty Jean say and do
- what their relationship is like
- the methods Brooks uses to show their relationship.

[30 marks]
SPaG [4 marks]

Susan Hill: *The Woman in Black*

OR

Question 7

0 7 ‘*The Woman in Black* is a good ghost story.’

Do you agree with this view of *The Woman in Black*?

Write about:

- what happens in the novel
- what makes you think it is a good ghost story, or not
- the methods Hill uses to make you feel as you do.

[30 marks]
SPaG [4 marks]

OR

Question 8

0 8 How does Hill use children to create horror in **two** events in *The Woman in Black*?

Write about:

- **two** different events involving children
- the methods Hill uses to create horror with children.

[30 marks]
SPaG [4 marks]

Joe Simpson: *Touching the Void*

OR**Question 9**

0	9
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 How do you respond to Simon's feelings of guilt in *Touching the Void*?

Write about:

- what Simon says and does
- why Simon feels guilty
- the methods Simpson uses to present Simon's feelings of guilt.

[30 marks]
SPaG [4 marks]**OR****Question 10**

1	0
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 'Tears in the Night' is an emotional end to *Touching the Void*.'How do you respond to the ending of *Touching the Void*?

Write about:

- what happens in 'Tears in the Night' to make you feel as you do
- the methods Simpson uses to make you feel as you do.

[30 marks]
SPaG [4 marks]**Turn over for the next question**

Dylan Thomas: *Under Milk Wood*

OR**Question 11**

1	1
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 How does Thomas present Captain Cat in *Under Milk Wood*?

Write about:

- what Captain Cat says and does
- the methods Thomas uses to present him.

**[30 marks]
SPaG [4 marks]****OR****Question 12**

1	2
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 How does Thomas present children in *Under Milk Wood*?

Write about:

- what the children say and do
- the methods Thomas uses to present the children.

**[30 marks]
SPaG [4 marks]**

Arthur Miller: *The Crucible*

OR**Question 13**

1	3
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 Write about the relationship between John Proctor and Abigail in *The Crucible*.

You should write about:

- what John Proctor and Abigail say and do
- how their relationship changes
- the methods Miller uses to present their relationship.

[30 marks]
SPaG [4 marks]

OR**Question 14**

1	4
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 How does Miller present young people in the play *The Crucible*? Choose **two** characters from the following:

Abigail Williams Betty Parris Mary Warren Susanna Walcott

Write about:

- what your **two** chosen characters say and do
- the methods the writer uses to present these young people.

[30 marks]
SPaG [4 marks]

Turn over for the next question

Diane Samuels: *Kindertransport*

OR**Question 15**

1	5
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 How does Samuels present childhood experiences in *Kindertransport*?

Write about:

- the experiences the children have
- the methods Samuels uses to present the childhood experiences.

**[30 marks]
SPaG [4 marks]****OR****Question 16**

1	6
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 How do you respond to the ending of *Kindertransport* from when Eva enters in the last scene of the play?

Write about:

- what happens at the end of the play to make you feel as you do
- the methods the writer uses to make you feel as you do.

**[30 marks]
SPaG [4 marks]**

JB Priestley: *An Inspector Calls*

OR**Question 17**

1	7
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 How does Priestley present Sheila Birling in *An Inspector Calls*?

Write about:

- what Sheila Birling says and does
- how other characters respond to her
- the methods Priestley uses to present Sheila Birling.

[30 marks]
SPaG [4 marks]**OR****Question 18**

1	8
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 '*An Inspector Calls* is a play about people being selfish.' Write about **two** characters in *An Inspector Calls* whom you think are selfish.

You should write about:

- what each character says and does
- why you think each character is selfish
- the methods Priestley uses to make you respond as you do.

[30 marks]
SPaG [4 marks]**Turn over for the next question**

Dennis Kelly: *DNA*

OR**Question 19****1 9** How does Kelly present John Tate in *DNA*?

Write about:

- what John Tate says and does
- the methods Kelly uses to present John Tate.

**[30 marks]
SPaG [4 marks]****OR****Question 20****2 0** Write about **two** characters whom you think have power in *DNA*.

You should write about:

- what each character says and does
- the power each character has
- the methods the writer uses to show the power of each of your chosen characters.

**[30 marks]
SPaG [4 marks]**

There are no questions printed on this page

Turn over for Section B

Section B: Exploring cultures

Answer **one** question from this section on the text you have studied.

You are advised to spend about 45 minutes on this section.

John Steinbeck: *Of Mice and Men*

EITHER**Question 21**

2 **1** Read the following passage and then answer **Part (a)** and **Part (b)**.

Crooks, the negro stable buck, had his bunk in the harness room; a little shed that leaned off the wall of the barn. On one side of the little room there was a square four-paned window, and on the other, a narrow plank door leading into the barn. Crooks' bunk was a long box filled with straw, on which his blankets were flung. On the wall by the window there were pegs on which hung broken harness in process of being mended; strips of new leather; and under the window itself a little bench for leather-working tools, curved knives and needles and balls of linen thread, and a small hand riveter. On pegs were also pieces of harness, a split collar with the horsehair stuffing sticking out, a broken hame, and a trace chain with its leather covering split. Crooks had his apple box over his bunk, and in it a range of medicine bottles, both for himself and for the horses. There were cans of saddle soap and a drippy can of tar with its paint brush sticking over the edge. And scattered about the floor were a number of personal possessions; for, being alone, Crooks could leave his things about, and being a stable buck and a cripple, he was more permanent than the other men, and he had accumulated more possessions than he could carry on his back.

Crooks possessed several pairs of shoes, a pair of rubber boots, a big alarm clock, and a single-barreled shotgun. And he had books, too; a tattered dictionary and a mauled copy of the California civil code for 1905.

Part (a)

What do you learn about Crooks from the details in this passage? Refer closely to the passage in your answer.

and then Part (b)

How do other characters treat Crooks in the novel? What does the treatment of Crooks tell you about attitudes towards black people in the society in which the novel is set?

In **Part (b)** you should write about:

- how other characters treat Crooks and what they say about him
- the methods Steinbeck uses to show attitudes towards black people in the society in which the novel is set.

[30 marks]
SPaG [4 marks]

Turn over for the next question

Chimamanda Ngozi Adichie: *Purple Hibiscus*

OR

Question 22

2 2 Read the following passage and then answer **Part (a)** and **Part (b)**.

Ade Coker was a small, round, laughing man. Every time I saw him, I tried to imagine him writing those editorials in the *Standard*; I tried to imagine him defying the soldiers. And I could not. He looked like a stuffed doll, and because he was always smiling, the deep dimples in his pillowy cheeks looked like permanent fixtures, as though someone had sunk a stick into his cheeks. Even his glasses looked dollish: they were thicker than window louvers, tinted a strange bluish shade, and framed in white plastic. He was throwing his baby, a perfectly round copy of himself, in the air when we came in. His little daughter was standing close to him, asking him to throw her in the air, too.

“Jaja, Kambili, how are you?” he said, and before we could reply, he laughed his tinkling laugh and, gesturing to the baby, said, “You know they say the higher you throw them when they’re young, the more likely they are to learn how to fly!” The baby gurgled, showing pink gums, and reached out for his father’s glasses. Ade Coker tilted his head back, threw the baby up again.

His wife, Yewande, hugged us, asked how we were, then slapped Ade Coker’s shoulder playfully and took the baby from him. I watched her and remembered her loud, choking cries to Papa.

Part (a)

In this passage, how does Adichie show what Ade Coker is like? Refer closely to the passage in your answer.

In **Part (a)** you should write about:

- what Ade Coker says and does
- the methods Adichie uses to show what Ade Coker is like.

and then Part (b)

How does Adichie present family relationships in the novel as a whole and what do these relationships tell you about the society in which the novel is set?

[30 marks]
SPaG [4 marks]

Lloyd Jones: *Mister Pip*

OR

Question 23

2	3
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 Read the following passage and then answer **Part (a)** and **Part (b)**.

This time when the redskins reappeared it was as if they melted out of the jungle. They came upon us like cats. The last one out of the jungle was their commanding officer.

Some of the soldiers wore bandages that had bloodstains on them. Some of the bandages were strips torn from their shirts. Their officer looked to be sick with fever. His skin was jaundiced. The eyes of his men were inflamed and red, whereas his were yellow. Sweat coated his face; it oozed from him. He seemed too tired and ill for anger.

Once more we gathered without an order to do so. Some of the soldiers wandered off on their own, their weapons swinging lightly from their shoulders. I saw one enter a house and undo his trousers to urinate.

We all looked back at the officer. Surely he would have something to say about this – one of his men urinating in our houses? But he either didn't want to know, or didn't care. When he spoke he sounded tired; that's when I noticed he was having trouble standing. He was very sick.

He told us he wanted food and medicines. Mabel's father held up his hand to speak on our behalf. 'We have no medicines,' he said. This was true. It was also bad news. Very bad news. The bonfire must have slipped the officer's memory because now we saw the reason why we had no medicines dawn on his sick face.

He rolled his head back on his shoulders and gazed up at the blue sky. He didn't have a reason to be annoyed with us. Mabel's father had given the information politely and without mention of the bonfire. All the same, the news appeared to deflate the officer. He was tired of being who he was: tired of his job, tired of this island, of us, and of the responsibility he carried.

Part (a)

In this passage, how does Jones present the officer? Refer closely to the passage in your answer.

and then Part (b)

How does Jones present the role the redskins play in the civil war and the effect they have on the small community of Bougainville?

In **Part (b)** you should write about:

- the methods Jones uses to present the redskins
- what the conflict between the redskins and the community of Bougainville shows you about the society in which the novel is set.

[30 marks]
SPaG [4 marks]

Harper Lee: *To Kill a Mockingbird*

OR

Question 24

2	4
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 Read the following passage and then answer **Part (a)** and **Part (b)**.

‘What’d you get for Christmas?’ I asked politely.
‘Just what I asked for,’ he said. Francis had requested a pair of knee-pants, a red leather booksack, five shirts and an untied bow-tie.

‘That’s nice,’ I lied. ‘Jem and me got air-rifles, and Jem got a chemistry set –’

‘A toy one, I reckon.’

‘No, a real one. He’s gonna make me some invisible ink, and I’m gonna write to Dill in it.’

Francis asked what was the use of that.

‘Well, can’t you just see his face when he gets a letter from me with nothing in it? It’ll drive him nuts.’

Talking to Francis gave me the sensation of settling slowly to the bottom of the ocean. He was the most boring child I ever met. As he lived in Mobile, he could not inform on me to school authorities, but he managed to tell everything he knew to Aunt Alexandra, who in turn unburdened herself to Atticus, who either forgot it or gave me hell, whichever struck his fancy. But the only time I ever heard Atticus speak sharply to anyone was when I once heard him say, ‘Sister, I do the best I can with them!’ It had something to do with my going around in overalls.

Aunt Alexandra was fanatical on the subject of my attire. I could not possibly hope to be a lady if I wore breeches; when I said I could do nothing in a dress, she said I wasn’t supposed to be doing things that required pants. Aunt Alexandra’s vision of my deportment involved playing with small stoves, tea-sets, and wearing the Add-A-Pearl necklace she gave me when I was born; furthermore, I should be a ray of sunshine in my father’s lonely life. I suggested that one could be a ray of sunshine in pants just as well, but Aunt Alexandra said that one had to behave like a sunbeam, that I was born good but had grown progressively worse every year. She hurt my feelings and set my teeth permanently on edge, but when I asked Atticus about it, he said there were already enough sunbeams in the family and to go on about my business, he didn’t mind me much the way I was.

At Christmas dinner, I sat at the little table in the dining-room; Jem and Francis sat with the adults at the dining table. Aunt Alexandra had continued to isolate me long after Jem and Francis graduated to the big table. I often wondered what she thought I’d do, get up and throw something? I sometimes thought of asking her if she would let me sit at the big table with the rest of them just once, I would prove to her how civilised I could be; after all, I ate at home every day with no major mishaps. When I begged Atticus to use his influence, he said he had none – we were guests, and we sat where she told us to sit. He also said Aunt Alexandra didn’t understand girls much, she’d never had one.

Part (a)

In this passage, what methods does Lee use to present Scout's feelings about Aunt Alexandra and Francis? Refer closely to the passage in your answer.

In **Part (a)** you should write about:

- what Scout feels about Aunt Alexandra and Francis
- the methods Lee uses to show what Scout feels.

and then Part (b)

How do people expect Scout to behave elsewhere in the novel? What does this tell you about Maycomb society?

[30 marks]
SPaG [4 marks]

Turn over for the next question

Doris Pilkington: *Rabbit-Proof Fence*

OR**Question 25****2 5** Read the following passage and then answer **Part (a)** and **Part (b)**.

“I’ve come to take Molly, Gracie and Daisy, the three half-caste girls, with me to go to school at the Moore River Native Settlement,” he informed the family.

The old man nodded to show that he understood what Riggs was saying. The rest of the family just hung their heads refusing to face the man who was taking their daughters away from them. Silent tears welled in their eyes and trickled down their cheeks.

“Come on, you girls,” he ordered. “Don’t worry about taking anything. We’ll pick up what you need later.”

When the two girls stood up, he noticed that the third girl was missing. “Where’s the other one, Daisy?” he asked anxiously.

“She’s with her mummy and daddy at Murra Munda Station,” the old man informed him.

“She’s not at Murra Munda or at Jimbalbar goldfields. I called into those places before I came here,” said the Constable. “Hurry up then, I want to get started. We’ve got a long way to go yet. You girls can ride this horse back to the depot,” he said, handing the reins over to Molly. Riggs was annoyed that he had to go miles out of his way to find these girls.

Molly and Gracie sat silently on the horse, tears streaming down their cheeks as Constable Riggs turned the big bay stallion and led the way back to the depot. A high pitched wail broke out. The cries of agonised mothers and the women, and the deep sobs of grandfathers, uncles and cousins filled the air. Molly and Gracie looked back just once before they disappeared through the river gums. Behind them, those remaining in the camp found strong sharp objects and gashed themselves and inflicted wounds to their heads and bodies as an expression of their sorrow.

Part (a)

In this passage, what methods does Pilkington use to present the relationships between the children and adults? Refer closely to the passage in your answer.

In **Part (a)** you should write about:

- what the children and the adults say and do
- the methods Pilkington uses to show the relationships between the adults and the children.

and then Part (b)

In *Rabbit-Proof Fence*, how does Pilkington present attitudes towards children of mixed marriages in Australia in the 1930s?

[30 marks]
SPaG [4 marks]

END OF QUESTIONS

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