



GCSE – NEW

3720U10-1

ENGLISH LITERATURE

UNIT 1

FOUNDATION TIER

MONDAY, 22 MAY 2017 – MORNING

2 hours plus your additional time allowance

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen or your usual method.

Answer BOTH Section A and Section B. Answer on ONE text in Section A AND answer the question in Section B.

Write your answers in the separate answer booklet provided.

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left hand margin at the start of each answer,

e.g.

2	1
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 .

Leave at least two line spaces between each answer.

INFORMATION FOR CANDIDATES

Section A: 30 marks Section B: 20 marks

You are advised to spend your time as follows:

Section A – use half your time

Section B – use half your time

The number of marks is given in brackets after each question or part-question.

You are reminded that the accuracy and organisation of your writing will be assessed.

SECTION A

PAGES

OF MICE AND MEN	4 – 7
ANITA AND ME	8 – 11
TO KILL A MOCKINGBIRD	12 – 15
I KNOW WHY THE CAGED BIRD SINGS	16 – 19
CHANDA’S SECRETS	20 – 23

SECTION B

POETRY	24 – 27
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SECTION A**OF MICE AND MEN**

ANSWER

1	1
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AND EITHER

1	2
---	---

OR

1	3
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You are advised to spend about a third of your time on

1	1
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 , **and about two thirds of your time on**

1	2
---	---

or

1	3
---	---

 .

1	1
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Read the extract following the questions. Then answer the following question:

What do you think of the way Crooks speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10 marks]

EITHER,

1

2

Write about the relationship between George and Lennie in OF MICE AND MEN. Remember to refer to events in the novel and its social, cultural and historical context in your answer.

[20 marks]

Think about:

- **what you learn about their past**
- **their experiences on the ranch**
- **the way they speak and behave at different points in the novel**

OR,

1

3

‘Dreams in OF MICE AND MEN only offer the characters false hope.’ Write about some of the characters in the novel who have dreams that give them false hope. Remember to refer to the events in the novel and its social, cultural and historical context in your answer.

[20 marks]

Crooks seemed to come slowly out of the layers of protection he had put on. 'Was that the truth what you said about the guys come back?' he asked.

'Sure. I heard 'em.'

'Well, I didn't hear nothing.'

'The gate banged,' Candy said, and he went on, 'Jesus Christ, Curley's wife can move quiet. I guess she had a lot of practice, though.'

Crooks avoided the whole subject now. 'Maybe you guys better go,' he said. 'I ain't sure I want you in here no more. A colored man got to have some rights even if he don't like 'em.'

Candy said, 'That bitch didn't ought to of said that to you.'

'It wasn't nothing,' Crooks said dully. 'You guys comin' in an' settin' made me forget. What she says is true.'

The horses snorted out in the barn and the chains rang and a voice called, 'Lennie. Oh, Lennie. You in the barn?'

'It's George,' Lennie cried. And he answered, 'Here, George. I'm right in here.'

In a second George stood framed in the door, and he looked disapprovingly about. 'What you doin' in Crooks' room? You hadn't ought to be in here.'

Crooks nodded. 'I tol' 'em, but they come in anyways.'

'Well, why'n't you kick 'em out?'

'I di'n't care much,' said Crooks. 'Lennie's a nice fella.'

Now Candy aroused himself. 'Oh, George! I been figurin' and figurin'. I got it doped out how we can even make some money on them rabbits.'

George scowled. 'I thought I tol' you not to tell nobody about that.'

Candy was crestfallen. 'Didn't tell nobody but Crooks.'

George said, 'Well you guys get outta here. Jesus, seems like I can't go away for a minute.'

Candy and Lennie stood up and went toward the door. Crooks called, 'Candy!'

'Huh?'

"Member what I said about hoein' and doin' odd jobs?'

'Yeah,' said Candy. 'I remember.'

'Well, jus' forget it,' said Crooks. 'I didn' mean it. Jus' foolin'. I wouldn' want to go no place like that.'

'Well, OK, if you feel like that. Goodnight.'

The three men went out of the door. As they went through the barn the horses snorted and the halter chains rattled.

Crooks sat on his bunk and looked at the door for a moment, and then he reached for the liniment bottle. He pulled out his shirt in back, poured a little liniment in his pink palm, and, reaching around, he fell slowly to rubbing his back.

ANITA AND ME

ANSWER

2	1
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AND EITHER

2	2
---	---

OR

2	3
---	---

 .

You are advised to spend about a third of your time on

2	1
---	---

 , **and about two thirds of your time on**

2	2
---	---

or

2	3
---	---

 .

2	1
---	---

Read the extract following the questions. Then answer the following question:

What do you think of the way Meena speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10 marks]

EITHER,

2

2

What do you think about Nanima in ANITA AND ME? Remember to refer to events in the novel and its social, cultural and historical context in your answer.

Think about:

- **her arrival in Tollington**
- **what you learn about her past**
- **her relationship with Meena**
- **how she speaks and behaves at different points in the novel [20 marks]**

OR,

2

3

‘In ANITA AND ME, life for Meena’s family is both happy and difficult.’ Write about some of the times when life for Meena’s family is happy and some of the times when life for Meena’s family is difficult. Remember to refer to events in the novel and its social, cultural and historical context in your answer.

[20 marks]

By the time I reached the last car, a Hillman Imp containing a sweet-faced elderly woman, I was almost enjoying myself, swept up by the drama of the occasion, imagining how I would recite and embroider the story for my friends at school the next day. I tapped on the window and the old dear slowly rolled it down. 'Sorry, but me mum's at the top of the hill and she's rolling down, ar ... can yow move back just a bit? Ta.'

She blinked once and fumbled with the gear stick and said casually, 'Bloody stupid wog. Stupid woggy wog. Stupid.'

I backed off as if I had been punched and began running up the hill to our Mini, where mama was waiting with the door open and the lights were green. I jumped into the front seat and mama shot off, from nought to thirty in five seconds in first gear, just as the lights changed to amber behind us, trapping the bus which tooted furiously at our retreating bumper. We did not speak at all until we pulled into the car park of the GURUDWARA, a converted church in an anonymous, treeless side street. Mama said, 'Wipe your nose,' and handed me a tissue and we went inside.

I don't remember much about the rest of the day; there were lots of women, some of whom mama obviously knew, who pinched my cheek and sang along loudly and sharply to the BHAJANS, led by a solemn turbanned priest. There was a draped canopy beneath which sat the Holy Book, the poles supporting the tented roof were spiralled with fairy lights, and portraits of the

Gurus engaged in various bloody acts of martyrdom adorned the walls. There was a small anteroom with a sectioned, open cupboard which contained hundreds of pairs of shoes, which everyone had to remove on entering, and a small cracked sink where we washed our hands before leaving.

But I never left mama's side the whole time and although she may have intended to talk me through every aspect of the worship, explaining the rituals, translating the elaborate Punjabi, teaching me one of the hymns, she seemed to be preoccupied. I knew she was already thinking about how she would handle the long journey back home, and my mind was too full of the old lady to think about God.

Later that evening, papa pulled me onto his lap and asked me what I had learned that day. I wanted to tell him about the old lady, but then I looked at his face and saw something I had never seen before, a million of these encounters written in the lines around his warm, hopeful eyes, lurking in the furrows of his brow, shadowing the soft curves of his mouth. I suddenly realised that what had happened to me must have happened to papa countless times, but not once had he ever shared his upset with me. He must have known it would have made me feel as I felt right now, hurt, angry, confused, and horribly powerless because this kind of hatred could not be explained. I decided to return the compliment. 'I learned,' I replied, 'that mama is a really good driver.'

TO KILL A MOCKINGBIRD

ANSWER

3	1
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AND EITHER

3	2
---	---

OR

3	3
---	---

 .

You are advised to spend about a third of your time on

3	1
---	---

 , **and about two thirds of your time on**

3	2
---	---

or

3	3
---	---

 .

3	1
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Read the extract following the questions. Then answer the following question:

What do you think of the way Mrs Dubose speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract. [10 marks]

EITHER,

3

2

Atticus and his sister Alexandra are very different. Write about the differences between them and what these differences show us about the society in which they live.

Think about:

- **their different ideas about bringing up children**
- **what each of them thinks about the trial of Tom Robinson**
- **the way they speak and behave at different points in the novel. [20 marks]**

OR,

3

3

‘TO KILL A MOCKINGBIRD is about hope.’ Write about some of the characters and events in the novel that suggest there is hope for the future. Remember to refer to events in the novel and its social, cultural and historical context in your answer. [20 marks]

Mrs Dubose was stationed on her porch when we went by. 'Where are you two going at this time of day?' she shouted. 'Playing hooky, I suppose. I'll just call up the principal and tell him!' She put her hands on the wheels of her chair and executed a perfect right face.

'Aw, it's Saturday, Mrs Dubose,' said Jem.

'Makes no difference if it's Saturday,' she said obscurely.

'I wonder if your father knows where you are?'

'Mrs Dubose, we've been goin' to town by ourselves since we were this high.' Jem placed his hand palm-down about two feet above the sidewalk.

'Don't you lie to me!' she yelled. 'Jeremy Finch, Maudie Atkinson told me you broke down her scuppernong arbour this morning. She's going to tell your father and then you'll wish you never saw the light of day! If you aren't sent to the reform school before next week, my name's not Dubose!'

Jem, who hadn't been near Miss Maudie's scuppernong arbour since last summer, and who knew Miss Maudie wouldn't tell Atticus if he had, issued a general denial.

'Don't you contradict me!' Mrs Dubose bawled. 'And YOU —' she pointed an arthritic finger at me — 'what are you doing in those overalls? You should be in a dress and camisole, young lady! You'll grow up waiting on tables if somebody doesn't change your ways — a Finch waiting on tables at the O.K. Café — hah!'

I was terrified. The O.K. Café was a dim organization on the north side of the square. I grabbed Jem's hand but he shook me loose.

'Come on, Scout,' he whispered. 'Don't pay any attention to her, just hold your head high and be a gentleman.'

But Mrs Dubose held us: 'Not only a Finch waiting on tables but one in the court-house lawing for niggers!'

Jem stiffened. Mrs Dubose's shot had gone home and she knew it.

'Yes indeed, what has this world come to when a Finch goes against his raising? I'll tell you!' She put her hand to her mouth. When she drew it away, it trailed a long silver thread of saliva. 'Your father's no better than the niggers and trash he works for!'

Jem was scarlet. I pulled at his sleeve, and we were followed up the sidewalk by a philippic on our family's moral degeneration, the major premise of which was that half the Finches were in the asylum anyway, but if our mother were living we would not have come to such a state.

I KNOW WHY THE CAGED BIRD SINGS

ANSWER

4	1
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AND EITHER

4	2
---	---

OR

4	3
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 .

You are advised to spend about a third of your time on

4	1
---	---

 , **and about two thirds of your time on**

4	2
---	---

or

4	3
---	---

 .

4	1
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Read the extract following the questions. Then answer the following question:

What are your thoughts and feelings as you read this extract? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10 marks]

EITHER,

4

2

Write about the relationship between Maya and her brother, Bailey Junior, and what it shows us about American society in the 1930s.

Think about:

- **their relationship as children in Stamps**
- **some of the events which affect their relationship**
- **their relationship when they are living in California with their mother**
- **anything else you think important**

[20 marks]

OR,

4

3

Maya Angelou described her female characters in I KNOW WHY THE CAGED BIRD SINGS as ‘survivors’. Write about ONE or TWO female characters in the book who you think are survivors. Give reasons for what you say and remember to refer to events in the book and its social, cultural and historical context in your answer. [20 marks]

Late one day, as we were attending to the pigs, I heard a horse in the front yard (it really should have been called a driveway, except that there was nothing to drive into it), and ran to find out who had come riding up on a Thursday evening when even Mr. Steward, the quiet, bitter man who owned a riding horse, would be resting by his warm fire until the morning called him out to turn over his field.

The used-to-be sheriff sat rakishly astraddle his horse. His nonchalance was meant to convey his authority and power over even dumb animals. How much more capable he would be with Negroes. It went without saying.

His twang jogged in the brittle air. From the side of the Store, Bailey and I heard him say to Momma, "Annie, tell Willie he better lay low tonight. A crazy nigger messed with a white lady today. Some of the boys'll be coming over here later." Even after the slow drag of years, I remember the sense of fear which filled my mouth with hot, dry air, and made my body light.

The "boys"? Those cement faces and eyes of hate that burned the clothes off you if they happened to see you lounging on the main street downtown on Saturday. Boys? It seemed that youth had never happened to them. Boys? No, rather men who were covered with graves' dust and age without beauty or learning. The ugliness and rottenness of old abominations.

If on Judgment Day I were summoned by St. Peter to give testimony to the used-to-be sheriff's act of kindness, I would be unable to say anything in his behalf. His confidence that my uncle and every other Black man who heard of the Klan's coming ride would scurry under their houses to hide in chicken droppings was too humiliating to hear. Without waiting for Momma's thanks, he rode out of the yard, sure that things were as they should be and that he was a gentle squire, saving those deserving serfs from the laws of the land, which he condoned.

Immediately, while his horse's hoofs were still loudly thudding the ground, Momma blew out the coal-oil lamps. She had a quiet, hard talk with Uncle Willie and called Bailey and me into the Store.

We were told to take the potatoes and onions out of their bins and knock out the dividing walls that kept them apart. Then with a tedious and fearful slowness Uncle Willie gave me his rubber-tipped cane and bent down to get into the now-enlarged empty bin. It took forever before he lay down flat, and then we covered him with potatoes and onions, layer upon layer, like a casserole. Grand-mother knelt praying in the darkened Store.

CHANDA'S SECRETS

ANSWER

5	1
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AND EITHER

5	2
---	---

OR

5	3
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 .

You are advised to spend about a third of your time on

5	1
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 , **and about two thirds of your time on**

5	2
---	---

or

5	3
---	---

 .

5	1
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Read the extract following the questions. Then answer the following question:

What do you think of the way Chanda speaks and behaves here? Give reasons for what you say, and remember to support your answer with words and phrases from the extract.

[10 marks]

EITHER,

5

2

Write about the relationship between Chanda and Esther and what it tells us about the community in which they grow up.

Think about:

- **their relationship as young children at the beginning of the novel**
- **some of the events which change their relationship**
- **their relationship at the end of the novel**

[20 marks]

OR,

5

3

Secrets are important in CHANDA'S SECRETS. Write about ONE or TWO characters in the novel who are affected by secrets. Remember to refer to events in the novel and its social, cultural and historical context in your answer.

[20 marks]

Two days later, Mama slips into a coma.

Esther looks after Iris and Soly, while Mrs Tafa organizes different neighbours to bring food and help with chores. I stay with Mama the whole time, changing her, and turning her over to keep away bedsores. At night I pass out on a mat beside her. I'm glad I don't have time to think. If I did, I'd go crazy.

In the middle of the week, I get a visitor. Mr Selalame. Without thinking, I throw myself into his arms. 'Oh, Mr Selalame, I'm frightened.'

When I settle down, I have Esther sit with Mama, and Mr Selalame and I go for a walk. We end up at the park around the block, sitting on the swings.

'I'm sorry about school,' I say. 'I'm sorry for letting you down.'

'You didn't.'

I wipe my eyes. 'I don't think I can go back. When this is over, I'll have to work.'

'I know.' He pauses. 'Chanda, this isn't the right time to make decisions. But I want you to know I've made enquiries. A lot of teachers are ill. There aren't enough qualified replacements. You were one of my best students. I've recommended you at the elementary school. When you're ready — if you're interested — the principal says you can have a job as a supply.'

I know this is wonderful news. Working supply will help us get by — and I can keep an eye on Iris — Soly too, he'll be starting school next year. All the same, I think of my dreams. How I wanted to graduate. Get a scholarship. Be a lawyer. A doctor. A full teacher.

My dreams are over. I choke up.

Mr Selalame knows why I'm crying. He puts a hand on my shoulder. 'Chanda, you keep your dreams alive, you hear? This is only for now. Dreams are for your whole life.'

At night I sit with Mama after everyone's asleep. I hold her hand and tell her what Mr Selalame said. 'It's not perfect,' I say quietly, 'but there's always the future. And meanwhile, Soly and Iris and I will be all right. We'll survive.'

They tell me Mama can't hear me. All the same, when I say my news, her body relaxes. She begins to rest easy.

She stays with us for one last day. Iris and Soly know what's coming. They sit beside her and tell her stories. I say that even though Mama's sleeping, deep inside she knows they're there.

Every so often, one of them cries. I try not to show how afraid I am. 'It's all right,' I say. 'I'll be with you.'

'But we want Mama. We don't want her to go.'

'She won't be gone. Not really. Whenever you miss her, just close your eyes. She'll be as close as your nearest thought.' I hope that's true. Even if it isn't, I don't know what else to say.

SECTION B

Spend about half your time on this section. Think carefully about the poems before you write your answer.

BOTH POETS DESCRIBE THE MOVEMENT OF AN ANIMAL

6	1
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Write about both poems and their effect on you. Show how they are similar and how they are different.

You may write about each poem separately and then compare them, or make comparisons where appropriate in your answer as a whole.

You may wish to include some or all of these points:

- the content of the poems – what they are about**
- the ideas the poets may have wanted us to think about**
- the mood or atmosphere of the poems**
- how they are written – words and phrases you find interesting, the way they are organised, and so on**
- your responses to the poems, including how they are similar and how they are different**

[20 marks]

BLUEBOTTLE

**Who dips, dives
swoops out of space,
a buzz in his wings
and sky on his face;
now caught in the light,
now gone without trace,
a sliver of glass,
never still in one place?**

**Who's elusive as pickpocket,
lord of the flies;
who moves like a rocket,
bound for the skies?
Who's catapult, aeroplane,
always full-throttle?
Sky-diver, Jumping Jack,
comet, bluebottle!**

BY JUDITH NICHOLLS

RIVER TORRIDGE

I knew the river hid
behind the bank,
lying, like a length of silk,
stretched between the willows.

The surface ripped,
something dived —
gone too long to be a bird.

Weasel head above the water,
down he went again,
a flash of oily fur.

He swam up beside,
this time he stayed,
looking at me straight.
I walked to keep his pace.

I loved his length —
his tail his body,
his body his tail,
his tail the river's length.
We moved together
through the wind,
along the river's course.

Another dive,
I skimmed the current,
searching for his guise.

He'd gone on alone.
I felt him though,
gliding through
the river's strength.

BY CHRISSIE GITTINS

END OF PAPER