



Rewarding Learning

General Certificate of Secondary Education
2015

English Literature

Unit 2

assessing

The Study of Drama and Poetry
Foundation Tier



GET23

[GET23]

FRIDAY 22 MAY, MORNING

TIME

2 hours.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklets provided.

Answer **one** question from each of Sections A and B.

Answer **all** parts of the question in Section C.

Write your answer to Section A in the Green (Drama) Answer Booklet.

Write your answers to Sections B and C in the Purple (Poetry) Answer Booklet.

Spend 45 minutes each on Sections A and B, and 30 minutes on Section C.

You should have with you an unannotated copy of your Drama text and an unannotated copy of your Poetry anthology.

INFORMATION FOR CANDIDATES

The total mark for this paper is 106.

All questions in Sections A and B carry equal marks, i.e. 40 marks for each question.

Section C is worth 20 marks.

3 additional marks are available in Section A and 3 additional marks are available in Section B for accurate spelling, punctuation and grammar.

Quality of written communication will also be assessed.

Page Index to Sections and Questions

Question Number		Page Number
Section A – Drama		
1	Friel <i>Dancing at Lughnasa</i>	3
2	Miller <i>All My Sons</i>	4
3	O’Casey <i>Juno and the Paycock</i>	5
4	Priestley <i>An Inspector Calls</i>	6
5	Russell <i>Blood Brothers</i>	7
6	Shakespeare <i>Macbeth</i>	8
7	Shakespeare <i>Romeo and Juliet</i>	9
8	Shakespeare <i>The Merchant of Venice</i>	10
Section B – Poetry		
9	Anthology One: <i>Themes – Love and Death</i>	11
10	Anthology Two: <i>Themes – Nature and War</i>	12
11	Anthology Three: <i>Heaney and Hardy</i>	13
Section C – Unseen Poetry		
12	Unseen Poem	14

Section A: Drama

Answer **one** question from this section.

1 Friel: *Dancing at Lughnasa*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Show that Agnes is **caring and loving**.

In your answer you should consider the language and dramatic techniques used in presenting:

- how Agnes treats Rose;
- her attitude towards Gerry;
- and anything else you think is relevant.

(b) Look again at the extract from Act 1 beginning near the top of page 34 with Kate's words, "We probably won't see Mr Evans for another year" and ending on page 36 with the stage direction MAGGIE *holds her and rocks her*.

Show that the family life of the Mundys **falls apart**.

In your answer you should consider:

- what Kate, Agnes and Maggie say and do in the extract;
- Friel's use of language and dramatic techniques in the extract;
- what Michael says in his monologues at the end of Act One and at the end of Act Two.

2 Miller: *All My Sons*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Show that Ann Deever is **strong-willed**.

In your answer you should consider the language and dramatic techniques used in presenting:

- her relationships with the Kellers;
- her relationships with her brother and her father;

(b) Look again at the extract from Act Three beginning near the bottom of page 69 with Jim's words, "Kate. (*Pause.*) What happened?" and ending on page 71 with Mother's words, "This thing – this thing is not over yet."

Show that characters' lives are based on **dishonesty**.

In your answer you should consider:

- what the characters say and do in the extract;
- Miller's use of language and dramatic techniques in the extract;
- how Kate deals with Larry's death elsewhere in the play.

3 O'Casey: *Juno and the Paycock*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

- (a)** Show that the attitudes of others to the Boyle family **change** because of the inheritance.

In your answer you should consider the language and dramatic techniques used in presenting:

- Joxer;
- Mrs Madigan;
- and anything else you think is relevant.

- (b)** Look again at the extract in Act 3 beginning near the top of page 142 with the stage direction *The two men re-enter* and ending at the top of page 144 with the stage direction *They drag out Johnny Boyle, and the curtain falls*.

Show that Johnny is **pitiable**.

In your answer you should consider:

- what Johnny says and does in the extract;
- O'Casey's use of language and dramatic techniques in the extract;
- Johnny elsewhere in the play.

4 Priestley: *An Inspector calls*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Show that there is **no real love** in the relationships in the play.

In your answer you should consider the language and dramatic techniques used in presenting:

- the engagement of Sheila and Gerald;
- Mr and Mrs Birling's marriage;
- Eric's relationship with Eva/Daisy.

(b) Look again at the extract from Act Three beginning near the bottom of page 54 with the Inspector's words, "Just one last question, that's all" and ending on page 56 with the stage direction *He walks straight out, leaving them staring, subdued and wondering*.

Show that the Inspector wants to make the Birling family **take responsibility** for their actions.

In your answer you should consider:

- what the Inspector says and does in the extract;
- Priestley's use of language and dramatic techniques in the extract;
- how the Inspector conducts his investigation of the Birling family elsewhere in the play.

5 Russell: *Blood Brothers*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Is Edward someone to be **admired**? Give reasons for your opinions.

In your answer you should consider the language and dramatic techniques used in presenting:

- Edward's relationship with Mickey;
- Edward's relationship with Linda;
- and anything else you think is relevant.

(b) Look again at the extract starting at the top of page 94 with Mickey's words, "I didn't sort anythin' out" and ending on page 96 with the stage direction **Mickey disappears with the gun**.

(For those using the new "red-backed" edition, the extract begins on page 100 and ends on page 103.)

Who do you think is **most to blame** for the deaths of the twins? Give reasons for your opinions.

In your answer you should consider:

- what is said and done in the extract;
- Russell's use of language and dramatic techniques in the extract;
- what Mrs Johnstone and Mrs Lyons say and do elsewhere in the play.

6 Shakespeare: *Macbeth*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Show that there are **differing reactions** to the prophecies of the witches.

In your answer you should consider the language and dramatic techniques used in presenting:

- the reactions of Macbeth and Lady Macbeth to the prophecies in Act I;
- Macbeth's reactions to the prophecies in the Cauldron Scene (Act IV scene i);
- Banquo's reactions to the prophecies on the heath and later in the play.

(b) Look again at Act IV scene iii beginning about line 200 when Macduff says, "If it be mine...." and ending at the end of the scene.

Show that Macduff is someone to be **admired**.

In your answer you should consider:

- what is said in the extract;
- Shakespeare's use of language and dramatic techniques in the extract;
- what Macduff says and does elsewhere in the play.

7 Shakespeare: *Romeo and Juliet*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Show that Mercutio is a **loyal friend** to Romeo.

In your answer you should consider the language and dramatic techniques used in presenting:

- his attempts to make Romeo happy;
- the fight with Tybalt.

(b) Look again at the extract from Act III scene v from about line 137 beginning with Capulet's words, "...How now, wife! / Have you delivered to her our decree?" and ending at about line 203 with Lady Capulet's words, "Do as thou wilt, for I have done with thee."

Show that relationships between Juliet and her parents are **difficult**.

In your answer you should consider:

- what Capulet, Lady Capulet and Juliet say in the extract;
- Shakespeare's use of language and dramatic techniques in the extract;
- Juliet's relationships with her parents elsewhere in the play.

8 Shakespeare: *The Merchant of Venice*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Green (Drama) Answer Booklet for your answer.

(a) Show that Antonio, Bassanio and Portia **take risks**.

In your answer you should consider the language and dramatic techniques used in presenting:

- the bond;
- the casket game;
- and anything else you think is relevant.

(b) Look again at the extract from Act IV scene i which begins about line 35 and ends about line 103. (The extract begins with Shylock's words, "I have possessed your Grace..." and ends with Shylock's words, "...answer; shall I have it?")

Show that Shylock is motivated by his desire for **revenge**.

In your answer you should consider:

- what Shylock says and does in the extract;
- Shakespeare's use of language and dramatic techniques in the extract;
- what Shylock says and does elsewhere in the play.

Section B: Poetry

Answer **one** question from this section.

9 Anthology One: *Themes – Love and Death*

Answer **either (a) or (b)**

(3 marks are available for accurate spelling, punctuation and grammar)

Use the Purple (Poetry) Answer Booklet for your answer.

- (a)** Look again at *The Five Students* by Thomas Hardy (List A) and at *Richard Cory* by E. A. Robinson (List B), which both deal with the theme of death.

Compare and contrast what the speakers in the poems say about **death**.

Which poem do you prefer? Give reasons for your opinions.

In your answer you should consider:

- what each poet has written about;
- what you learn about the thoughts and feelings of each speaker;
- how each poet uses language to convey these thoughts and feelings;
- relevant background material.

- (b)** Look again at *Love Song: I and Thou* by Alan Dugan (List B) which deals with the theme of love, and at one poem **from List A** which also deals with the theme of love.

Compare and contrast what the speakers in the poems say about **love**.

Which poem do you find more interesting? Give reasons for your opinions.

In your answer you should consider:

- what each poet has written about;
- what you learn about the thoughts and feelings of each speaker;
- how each poet uses language to convey these thoughts and feelings;
- relevant background material.

10 Anthology Two: *Themes – Nature and War*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Purple (Poetry) Answer Booklet for your answer.

- (a)** Look again at *The Field of Waterloo* by Thomas Hardy (List C) and at *In Westminster Abbey* by John Betjeman (List D), which both deal with war.

Compare and contrast what the speakers in the poems say about **war**.

Which poem do you prefer? Give reasons for your opinions.

In your answer you should consider:

- what each poet has written about;
- what you learn about the thoughts and feelings of each speaker;
- how each poet uses language to convey these thoughts and feelings;
- relevant background material.

- (b)** Look again at *Death of a Naturalist* by Seamus Heaney (List D) which deals with the theme of reactions to nature, and at one poem **from List C** which also deals with the theme of reactions to nature.

Compare and contrast what the speakers in the poems say about **reactions to nature**.

Which poem do you find more interesting? Give reasons for your opinions.

In your answer you should consider:

- what each poet has written about;
- what you learn about the thoughts and feelings of each speaker;
- how each poet uses language to convey these thoughts and feelings;
- relevant background material.

11 Anthology Three: *Heaney and Hardy*

Answer **either (a) or (b)**

(3 additional marks are available for accurate spelling, punctuation and grammar)

Use the Purple (Poetry) Answer Booklet for your answer.

- (a)** Look again at *Trout* by Seamus Heaney (List E) and at *Overlooking the River Stour* by Thomas Hardy (List F), which both deal with nature.

Compare and contrast what the speakers in the poems say about **nature**.

Which poem do you prefer? Give reasons for your opinions.

In your answer you should consider:

- what each poet has written about;
- what you learn about the thoughts and feelings of each speaker;
- how each poet uses language to convey these thoughts and feelings;
- relevant background material.

- (b)** Look again at *At Castle Boterel* by Thomas Hardy (List F) which deals with the theme of memory, and at one poem **from List E** which also deals with the theme of memory.

Compare and contrast what the speakers in the poems say about **memory**.

Which poem do you find more interesting? Give reasons for your opinions.

In your answer you should consider:

- what each poet has written about;
- what you learn about the thoughts and feelings of each speaker;
- how each poet uses language to convey these thoughts and feelings;
- relevant background material.

Section C: Unseen Poetry

12 Read the following poem and answer the question which follows.

Use the Purple (Poetry) Answer Booklet for your answer.

(“Auld Lang Syne” meaning “times long past” is traditionally sung at the conclusion of New Year gatherings in Scotland and around the world, especially in English-speaking countries. The “blues” is normally a slow and sad type of music used to express depressed and unhappy feelings.)

Ö^Á Á] ^!ã @Á•dã }•ÁÁ Á[Á[••ã|Á Á^] ![á & Á@Á[^{ ÄÄ
 Ö!ã Á^}!ãVã ä * ÁE!Á@ã d æ Á|~^•Ä
 V@Á[^{ Áã Á^Áã, ^áÁ} Á@Á^|, Áã \Á
 @d K, , È[^{ @} c|B{ d[^{ Dã!ã E@}!ã Eã ä * Eë!B@ã d æ È|~^•D

By referring closely to the details of the poem and particularly to the ways the poet uses language, show what you learn about the speaker in the poem.

In your answer you should consider:

- how the speaker spends Christmas and the New Year;
- the speaker’s thoughts and feelings about his lover;
- the language used in the poem;
- the form and structure of the poem.

THIS IS THE END OF THE QUESTION PAPER

Permission to reproduce all copyright material has been applied for.
In some cases, efforts to contact copyright holders may have been unsuccessful and CCEA
will be happy to rectify any omissions of acknowledgement in future if notified.