



General Certificate of Education
Advanced Subsidiary Examination
June 2015

English Literature (Specification A)

LTA1C

Unit 1 Texts in Context

Option C: The Struggle for Identity in Modern Literature

Friday 15 May 2015 9.00 am to 11.00 am

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is LTA1C.
- Answer **two** questions.
- You must answer:
 - the **compulsory** question in **Section A**: Contextual Linking
 - **one** question from **Section B**: Poetry.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 90.
- The poetry texts prescribed for this paper **may** be taken into the examination room. Texts taken into the examination must be clean: that is, free from annotation.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- You are advised to spend about 1 hour on each question.

Section A: Contextual Linking**Answer Question 1.**

In your response to this section of the paper you must refer to your wider reading across all **three** genres (prose, poetry and drama). You may also refer to your AS coursework texts.

Question 1

0	1
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Read the following extract carefully. It is an edited extract from the text of a speech given in 1913 by the founder of the Women's Suffrage Movement, Emmeline Pankhurst, when she was on a fundraising trip to the USA. In Britain, Mrs Pankhurst and her followers had undertaken a campaign of law-breaking activities to gain attention for their cause of voting rights for women.

How does the writer present her thoughts and feelings about the struggle for identity?

How far is the extract similar to and different from your wider reading in the literature of the struggle for identity? You should consider the writers' choices of form, structure and language, as well as subject matter.

[45 marks]

I am here as a soldier who has temporarily left the field of battle in order to explain what civil war is like when civil war is waged by women. I am not only here as a soldier temporarily absent from the field at battle; I am here as a person who, according to the law courts of my country, is of no value to the community at all: and I am adjudged because of my life to be a dangerous person, under sentence of penal servitude in a convict prison. I do not look either very like a soldier or very like a convict, and yet I am both.

A great many of you have been led to believe, from the somewhat meagre accounts you get in the newspapers, that in England there is a strange manifestation taking place, a new form of hysteria being swept across part of the feminist population of those Isles, and this manifestation takes the shape of irresponsible breaking of windows, burning of letters, general inconvenience to respectable, honest business people who want to attend to their business. It is very irrational you say: even if these women had sufficient intelligence to understand what they were doing, and really did want the vote, they have adopted very irrational means for getting the vote. 'How are they going to persuade people that they ought to have the vote by breaking their windows?' you say.

‘Put them in prison,’ they said, ‘that will stop it.’ But it didn’t stop it. They put women in prison for long terms of imprisonment, for making a nuisance of themselves – that was the expression when they took petitions in their hands to the door of the House of Commons; and they thought that by sending them to prison, giving them a day’s imprisonment, would cause them to all settle down again and there would be no further trouble. But it didn’t happen so at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were three hundred women at a time, who had not broken a single law, only ‘made a nuisance of themselves’ as the politicians say.

Turn over for Section B

Turn over ►

Section B: Poetry

Answer **one** question from this section.

In your response to this section of the paper you should consider the form, structure and language of the poems you choose to write about, as well as their subject matter.

And Still I Rise – Maya Angelou

Either

Question 2

0	2
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 “Angelou’s poetry is all about black power.”

How far do you agree with this view?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole selection.

[45 marks]

or

Question 3

0	3
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 Remind yourself of ‘The Lesson’.

How far do you feel that this poem would have made a fitting conclusion to the selection?

[45 marks]

Feminine Gospels – Carol Ann Duffy

or

Question 4

0	4
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 “The collection teaches us about the joys and responsibilities of sisterhood.”

How far do you agree with this view?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole selection.

[45 marks]

or

Question 5

0	5
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 Some critics suggest that despite its central position ‘The Laughter of Stafford Girls’ High’ has nothing in common with the rest of the collection.

To what extent do you agree with this view?

[45 marks]

Skirrid Hill – Owen Sheers

or

Question 6

0	6
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“In this collection, Sheers shows us that time heals all things.”

How far do you agree with this view of *Skirrid Hill*?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole collection.

[45 marks]

or

Question 7

0	7
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Some critics have claimed that ‘Drinking with Hitler’ has nothing in common with the rest of the collection.

To what extent do you agree with this view?

[45 marks]

END OF QUESTIONS

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Question 1: Edited extract taken from the text of a speech by Emmeline Pankhurst, 1913.

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