

Foundation: Past Paper and Specimen Questions

In Such a Time as This:

Look again at 'Yellow' (page 3) and 'Brendon Gallacher' (page 4) in which the writer presents a child's point of view. How does the writer show what the events presented mean to the child who is describing them? For each poem you should comment on:

- what takes place and the effects on the child
- the importance of the events, from the child's point of view
- the use of language.

Support your answer with examples from the texts.

Look again at 'Wherever I Hang' (page 11) and **ONE** other poem from *In Such a Time as This* which deals with a person facing new experiences. How do the writers show the effects of these experiences on those who faced them? For each poem you should comment on:

- what the new experience was
- how it affected the person concerned
- the use of language.

Support your answer with examples from the texts.

Look again at *Hide and Seek* and **ONE** other poem from *In Such A Time As This* which describes a memorable incident. How do the writers of these two poems help you to understand the events or incidents they describe?

For each poem, you should write about:

- the details of the scene
- the use of vivid language
- the feelings of the people.

Support your answer with examples from the texts.

Look again at *Half-Past Two* and *Electricity Comes to Cocoa Bottom*. What do you learn about the feelings of the children in these two poems?

For each poem, you should write about:

- how the children feel at the start of the poem
- how their feelings change through the poem
- the use of language.

Support your answer with examples from the texts.

Identity:

Look again at 'Digging' (page 21) and 'Old Man, Old Man' (page 32). How do the two writers show the views of a son and daughter about their fathers' skills and interests? For each poem you should comment on:

- the father's skills and interests
- how the child thought and felt about these
- the use of language.

Support your answer with examples from the texts.

Look again at 'Mid-Term Break' (page 22) and **ONE** other poem from *Identity* which deals with events that suddenly change a person's life. How do the writers show the effects of such events? For each poem you should comment on:

- what the unexpected events were
- how these events affected the person's life
- the use of language.

Support your answer with examples from the texts.

Look again at *Warning* and *I Shall Paint My Nails Red*. What impressions have you formed of the characters in these two poems?

For each poem, you should write about:

- what you think of their views on life
- the ways they show their independence
- the use of language.

Support your answer with examples from the texts.

Look again at *Digging* and **ONE** other poem from *Identity*. Show how the descriptions enable you to picture the scenes.

For each poem, you should write about:

- particularly vivid language
- use of detail in description
- the way feelings or atmosphere are created.

Support your answer with examples from the texts.

Nature:

Look again at 'The Thought-Fox' (page 36) and 'The Flowers' (page 41). How does each writer give a vivid picture of someone looking at a natural scene (the writer in 'The Thought-Fox' and the mother in 'The Flowers')? For each poem you should comment on:

- what it is that the person sees
- what the person particularly notices
- the use of language to make the scene come to life.

Support your answer with examples from the texts.

Look again at 'The Storm' (page 42) and **ONE** other poem from *Nature* in which events create suspense. How do the writers show the mounting sense of drama and tension? For each poem you should comment on:

- the ways in which the natural events are described
- what thoughts and feelings these create
- the use of language.

Support your answer with examples from the texts.

Nature has often influenced writers. Write about *The Thought-Fox* and **ONE** other poem from *Nature* in which a writer has used nature as a starting-point for his or her ideas.

For each poem, you should write about:

- the scenes described
- the writer's thoughts and attitudes
- the use of language.

Support your answer with examples from the texts.

Look again at *Nettles* and *Thistles*. What do you learn from each poem about the writer's view of nature?

For each poem, you should write about:

- what each writer finds interesting in nature
- the writers' descriptions of natural objects
- the effects the natural scenes have on each writer.

Support your answer with examples from the texts.

Exploring the questions

1. Look through the past paper and specimen questions, even for the collections you have not studied, and see if you can spot any similarities between the questions such as the way they are written or what they ask you to do. Turn your ideas into a table, like the one below:

Most of the questions ask the candidate to, 'look again at ...'
Sometimes the questions specify (tell you) which two poems to look.
Often the question asks you 'how' an effect is achieved.

2. Compare your list with a neighbour's and see if they have found anything you did not spot.
3. Now, try to write at least two questions of your own for the collection of poetry you have studied, using the guidelines you have written above.
4. Swap your questions with someone else in the class and design plans for both their questions.
5. Swap plans with the same person and see if you can add anything to the ideas they had for answering your questions.
6. Under timed conditions, try to answer either: one of the questions off this sheet; one of the two that you wrote; one for which you created a plan.

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