



**GCSE**

150/01

**ENGLISH  
FOUNDATION TIER  
PAPER 1**

A.M. MONDAY, 9 November 2009

2 hours

**ADDITIONAL MATERIALS**

A 12 page answer book.

**INSTRUCTIONS TO CANDIDATES**

Answer **all** questions in Section A and **two** questions in Section B.

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

Section A – about 55 minutes

Section B

Q. B1 – about 25 minutes

Q. B2 – about 40 minutes

**INFORMATION FOR CANDIDATES**

Section A (Reading): 40 marks.

Section B (Writing): 40 marks.

The number of marks is given in brackets at the end of each question or part-question.

## SECTION A: 40 marks

*Read carefully the passage below. Then answer **all** the questions which follow it.*

The day Laurie started infant school he refused to wear his shorts and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that part of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trousered, cocky character who forgot to stop at the corner and wave goodbye to me.

5 He came home the same way, the front door slamming open, his cap on the floor, and the voice suddenly became aggressive. He shouted, "Isn't anybody *here*?"

At tea he spoke rudely to his father and spilled the baby's milk.

"How was school today?" I asked, trying not to cause an argument.

10 "All right. The teacher sent a boy out, though," Laurie said. "For being cheeky," he added with his mouth full.

"What did he do?" I asked. "Who was it?"

Laurie thought. "It was Charles," he said. "He was cheeky. The teacher sent him out and then made him sit on his own. He was awfully cheeky."

15 "What did he do?" I asked again, but Laurie slid off his chair, took a biscuit, and left, while his father was still saying, "Don't just leave the table."

The next day Laurie remarked at tea, as soon as he sat down, "Well, Charles was bad again today." He grinned enormously and said, "Today Charles hit the teacher."

"Good heavens," I said. "I suppose he got sent out again?"

"He sure did," Laurie said.

20 "Why did Charles hit the teacher?" I asked quickly.

"Because she tried to make him colour with red crayons," Laurie said, chuckling. "Charles wanted to colour with green crayons so he hit the teacher and she sent him out and said nobody play with Charles but everybody did."

25 The third day – it was Wednesday of the first week – Charles bounced a seesaw onto the head of a little girl and made her bleed and the teacher made him stay inside all during playtime. Thursday Charles had to stand in a corner during storytime because he kept banging his feet on the floor. Friday Charles was again sent out because he threw chalk.

30 On Saturday I remarked anxiously to my husband, "Do you think infant school is too unsettling for Laurie? All this toughness and bad behaviour, and this Charles boy sounds like such a bad influence."

"It'll be all right," my husband said reassuringly. "Bound to be people like Charles in the world. Laurie might as well meet them now as later."

35 On Monday Laurie came home late, full of news. "Charles," he shouted as he came up the hill; I was waiting anxiously on the front steps. "Charles," Laurie yelled all the way up the hill, "Charles was bad again. You know what Charles did?" he demanded, following me through the door. "Charles yelled in school so they sent a boy in from another class to tell the teacher she had to make Charles keep quiet, and so Charles had to stay after school. And so all the children stayed to watch him."

"What did he do?" I asked.

40 "He just sat there," Laurie said, climbing into his chair at the table. "Hi Dad, y'old dust mop."

"Charles had to stay after school today," I told my husband. "Everyone stayed with him."

"What does this Charles look like?" my husband asked Laurie. "What's his other name?"

"He's bigger than me," Laurie said. "And he doesn't ever wear a jacket."

"What are they going to do about Charles, do you suppose?" Laurie's father asked him.

45 Laurie shrugged. "Throw him out of school, I guess," he said.

Wednesday and Thursday were routine; Charles yelled during story hour and hit a boy in the stomach and made him cry. On Friday Charles stayed after school again and so did all the other children.

50 During the third and fourth weeks there seemed to be a change in Charles; Laurie reported at lunch on Thursday of the third week, "Charles was so good today the teacher gave him an apple."

"What?" I said, and my husband added warily, "You mean Charles?"

"Charles," Laurie said. "He gave the crayons around and he picked up the books afterwards and the teacher said he was her helper."

"What happened?" I asked in disbelief.

- 55 “He was her helper, that’s all,” Laurie said, and shrugged.  
 “Can this be true, about Charles?” I asked my husband that night. “Can something like this happen?”  
 “Wait and see,” my husband said doubtfully. “When you’ve got Charles to deal with, this may mean he’s only plotting.”
- 60 He seemed to be wrong. For over a week Charles was the teacher’s helper; each day he handed things out and he picked things up; no one had to stay after school.  
 “The Parent-Teacher meeting’s next week,” I told my husband one evening. “I’m going to find Charles’s mother there.”  
 He came to the door with me that evening as I set out for the Parent-Teacher meeting. “Invite her over for a cup of tea after the meeting,” he said. “I want to get a look at her, poor woman.”
- 65 “If she’s there,” I said, thinking how hard her life must be.  
 “She’ll be there,” my husband said. “I don’t see how they could hold a Parent-Teacher meeting without Charles’s mother.”  
 At the meeting I sat restlessly, scanning each face, trying to determine which one hid the secret of Charles. None of them looked to me strained enough. No one stood up in the meeting and apologized for the way her son had been acting. No one mentioned Charles.
- 70 After the main meeting I went to see Laurie’s class teacher. I approached her cautiously and smiled.  
 “I’ve been so keen to meet you,” I said. “I’m Laurie’s mother.”  
 “We’re all *so* interested in Laurie,” she said, but she said it in a curious way.  
 “Well, he certainly likes infant school,” I said. “He talks about it all the time.”  
 “He had a little trouble adjusting, the first week or two,” she said, “but now he’s a fine little helper. With lapses, of course.”  
 “Laurie usually adjusts very quickly,” I said. “I suppose this time it’s Charles’s influence.”
- 80 “Charles?”  
 “Yes,” I said, laughing, “you must have your hands full in that class, with Charles.”  
 “Charles?” she said. “We don’t have anyone called Charles in the class.”

from *Charles* by Shirley Jackson

**Look again at lines 1-23.**

- A1.** What are your first impressions of Laurie from these lines?

You must use the text to support your answer.

[10]

**Look again at lines 24-48.**

- A2.** What do you learn about Charles from these lines?

You must use the text to support your answer.

[10]

**Look again at lines 49-61.**

- A3.** How has Charles changed in these lines? How do Laurie’s parents react to his changed behaviour?

[10]

**To answer this question you will need to concentrate on lines 62-82, but you may wish to refer to events earlier in the story.**

- A4.** Imagine you are Laurie’s mother. Write what you say to your husband when you come back from the Parent-Teacher meeting.

Remember that this is a test of your understanding of the story.

[10]

## SECTION B: 40 marks

*Answer Question B1 and Question B2.*

*In this section you will be assessed for your writing skills, including the presentation of your work.*

*Take special care with handwriting, spelling and punctuation.*

*A guide to the amount you should write is given for each question.*

- B1.** Describe the scene outside a cinema where a new children's film is being shown for the first time. [20]

*You should write about a page in your answer book.*

*Remember that this is a test of your ability to write descriptively. You should not write a story.*

- B2.** Choose **one** of the following titles for your writing. [20]

*The quality of your writing is more important than its length. You should write about two pages in your answer book.*

**Either,** (a) The Meeting.

**Or,** (b) Write about a time when you volunteered to do something.

**Or,** (c) Write a story which begins:

“Just go and ask her,” Sam said. “There's no harm in asking.”

**Or,** (d) The Letter.

**Or,** (e) Write a story which ends with the following:

.....and to complete my misery, I knew I would now have to face an angry Mr Jones.