



GCSE

150/01

**ENGLISH
FOUNDATION TIER
PAPER 1**

A.M. WEDNESDAY, 5 November 2008

2 hours

ADDITIONAL MATERIALS

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions in Section A and **both** 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 short story below. Then answer **all** the questions which follow it.*

This story is set in the future. Instead of going to school with other children and having real books to read, children are taught by an 'electronic teacher' in their own homes and they read 'telebooks' on-screen.

Margie even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote excitedly, 'Today Tommy found a real book!' She underlined the word 'real'.

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

5 They carefully turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to – on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

10 "Gee," said Tommy dismissively, "what a waste. When you're through with a book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?"

15 "In my house." He pointed without looking, because he was busy reading. "In the attic."

"What's it about?" Margie said, trying to read over his shoulder.

"School."

Margie was scornful. "School? What is there to write about school? I hate school."

20 Margie's 'school' was her electronic teacher and now she hated it more than ever. The machine had been giving her test after test in geography and she had been doing worse and worse. Finally, her mother had sent for the County Inspector to come and check the machine. He came with a whole box of tools with dials and wires and took the electronic teacher apart.

25 Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a special punch code they made her learn when she was six years old, and the electronic teacher calculated the mark in no time.

30 He said to her mother, "It's not the girl's fault, Mrs Jones. I think the geography program was geared up a little too much. Those things happen sometimes. I've slowed it down to an average ten-year old level."

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history program had blanked out completely.

35 So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added smugly, pronouncing the word carefully, "Centuries ago."

40 Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't an electronic teacher. This teacher was a human - a man."

"A man? How could a man be a teacher?"

45 "Well, he just told the boys and girls things and gave them homework and asked them questions."

She said, "But I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

50 “Sure, if they were the same age.”

“But my mother says the electronic teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.”

“Just the same, they didn’t do it that way then.” He moved away from her. “If you don’t like it, you don’t have to read the book.”

55 “I didn’t say I didn’t like it,” Margie said quickly. She wanted to read more about those funny schools.

They weren’t even half finished when Margie’s mother called, “Margie! School!” Margie looked up. “Not yet, Mamma. We’re finding out about schools in the old days.”

“Now!” said Mrs Jones. “And it’s probably time for Tommy, too.”

60 Margie said to Tommy, “Can I read the book some more with you after school?”

“Maybe,” he said casually. He walked away whistling, the dusty old book tucked carefully beneath his arm.

Margie went reluctantly into the schoolroom. It was right next to her bedroom, and the electronic teacher was on and waiting for her. There was no escape from it. It was always on at the same time every day because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said, “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the correct slot.”

70 Margie did so with a heavy sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so that they could help one another with the homework and talk about it. And the teachers were real people.

The electronic teacher was flashing on the screen. “When we add fractions $\frac{1}{2}$ and $\frac{1}{4}$ ”

75 Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

(From ‘The Fun They Had’ by Isaac Asimov)

A1. Read again lines 1-18.

What thoughts and feelings do Margie and Tommy have about the ‘real book’?

You must use the text to support your answer.

[10]

A2. Read again lines 19-34.

What do we learn about how Margie is educated? Why does she hate the way she is taught?

[10]

A3. Read again lines 35-62.

How does Tommy behave towards Margie in these lines?

[10]

You should track through the lines carefully, using the text to support your answer.

A4. Read again lines 63-76

What are Margie’s thoughts and feelings in these lines:

[10]

- about the way she is taught;
- about school in the old days?

You must use the text to support your answer.

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 at a primary school sports day. [20]

You should write about a page in your answer book.

Remember 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 Broken Promise.

Or, (b) Write about a time when you couldn't find something, or someone.

Or, (c) Continue the following:

He knew this would be his last chance.

Or, (d) Write about an occasion when someone showed unexpected kindness.

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

... I knew I should have done something but I did not have the courage.