

**OPTION INTERNATIONALE DU BACCALAURÉAT  
SESSION 2015**

SECTION : BRITANNIQUE

ÉPREUVE : LANGUE ET LITTÉRATURE

DURÉE TOTALE : 4 HEURES

**SUJETS**

Four Hours.

Answer both Part One and Part Two.

You may answer the questions in any order.

You are advised to spend 1 hour 20 minutes on EACH question in Part One and 1 hour 20 minutes on Part Two.

*Reminder to all candidates: you will have prepared additional texts for the oral examination. You must not use any of these as the basis for an answer in this written paper.*

*Les dictionnaires sont interdits.*

## Part One (two thirds of total marks)

Answer **TWO** questions. The two questions may not be taken from the same section.

### Section A: Drama

#### Middleton and Rowley: *The Changeling*

1. 'Tis time to die when 'tis a shame to live.'  
Discuss this statement in the light of the play's moral concerns.
2. Discuss the presentation of madness in *The Changeling*.

#### Harold Pinter: *The Homecoming*

1. In what ways does Pinter convey a sense of unrealistic reality in his play?
2. 'Silence is as important as speech.' How far would you consider this to be true of *The Homecoming*?

#### Caryl Churchill: *Top Girls*

1. With what effect does this play challenge both social and theatrical conventions?
2. 'We've all come a long way.' (Marlene, Act One) To what extent does Churchill support or contradict this idea in *Top Girls*?

### Section B: Poetry

*In your answer in this section you should consider carefully the effects of the writing in the poems you discuss.*

#### Alexander Pope: *The Rape of the Lock*

1. In what way is the battle of the sexes portrayed in the poem?
2. How successful is the combination of the grand and the grotesque in *The Rape of the Lock* in your opinion?

#### W. H. Auden: *Selected Poems*

1. To what extent does Auden explore the suffering that comes from being human in the poems you have studied?
2. 'Poetry is the clear expression of mixed feelings.' How fitting do you find this as a description of Auden's poetry?

**Seamus Heaney: *Human Chain***

1. 'Literary posterity, not human death, is the true focal point of *Human Chain*.' To what extent do you agree with this statement?
2. How far is *Human Chain* a celebration of ordinary, everyday life?

**Section C: Prose**

**George Eliot: *Adam Bede***

1. How successfully does Eliot balance the aesthetic and the moral in *Adam Bede*?
2. 'The novel is dominated by a sense of doom.' How far do you agree?

**Pat Barker: *Regeneration***

1. How successful is the narrative in presenting the different points of view that unfold in the story?
2. '*Regeneration* explores the impossibility of acting according to one's conscience during war.' How far would you agree with this statement?

**Aminatta Forna: *The Memory of Love***

1. 'Courage is not what it took to survive.' To what extent is this idea explored and challenged in the novel?
2. What is the significance of the novel's title?

## Part Two: Critical Appreciation (one third of total marks)

Answer **ONE** question.

1. Write a critical appreciation of the following poem, '*The Thought-Fox*' by Ted Hughes, a British poet who died in 1998. In your answer, pay particular attention to the poet's use of voice and tone, imagery and poetic effects as he describes his creative process.

### The Thought-Fox

I imagine this midnight moment's forest:  
Something else is alive  
Beside the clock's loneliness  
And this blank page where my fingers move.

5 Through the window I see no star:  
Something more near  
Though deeper within darkness  
Is entering the loneliness:

10 Cold, delicately as the dark snow,  
A fox's nose touches twig, leaf;  
Two eyes serve a movement, that now  
And again now, and now, and now

15 Sets neat prints into the snow  
Between trees, and warily a lame  
Shadow lags by stump and in hollow  
Of a body that is bold to come

20 Across clearings, an eye  
A widening deepening greenness,  
Brilliantly, concentratedly,  
Coming about its own business

Till, with a sudden sharp hot stink of fox  
It enters the dark hole of the head.  
The window is starless still; a clock ticks,  
The page is printed.

2. Write a critical comparison of the following passages. Passage (a) is from a novel called *The Prime of Miss Jean Brodie*, by Muriel Spark, written in 1961. The poem (b) is by Carol Ann Duffy. In your answer compare carefully the tone and techniques adopted by the writers as they reflect on the role of teachers.

- (a) “Good morning, Miss Brodie. Good morning, sit down, girls,” said the headmistress who had entered in a hurry, leaving the door wide open. Miss Brodie passed behind her with her head up, up, and shut the door with the utmost meaning.
- 5 “I have only just looked in,” said Miss Mackay, “and I have to be off. Well, girls, this is the first day of the new session. Are we downhearted? No. You girls must work hard this year at every subject and pass your qualifying examination with flying colours. Next year you will be in the Senior school, remember. I hope you’ve all had a nice summer holiday, you all look nice and brown. I hope in due course of time to read your essays on how you spent them.”
- 10 When she had gone Miss Brodie looked hard at the door for a long time. A girl, not of her set, called Judith, giggled. Miss Brodie said to Judith, “That will do.” She turned to the blackboard and rubbed out with her duster the long division sum she always kept on the blackboard in case of intrusions from outside during any arithmetic period when Miss Brodie should happen not to be teaching arithmetic. When she had done this she turned back to the class and said, ““Are we downhearted no, are we downhearted no.’ As I was saying, Mussolini has performed feats of
- 15 magnitude and unemployment is even farther abolished under him than it was last year. I shall be able to tell you a great deal this term. As you know, I don’t believe in talking down to children, you are capable of grasping more than is generally appreciated by your elders. Education means a leading out, from *e*, out and *duco*, I lead. Qualifying examination or no qualifying examination, you will have the benefit of my experiences in Italy. In Rome I saw the
- 20 Forum and I saw the Colosseum where the gladiators died and the slaves were thrown to the lions.”



(b)

**Teacher**

When you teach me,  
your hands bless the air  
where chalk dust sparkles.

5 And when you talk,  
the six wives of Henry VIII  
stand in the room like bridesmaids,

or the Nile drifts past the classroom window,  
the Pyramids baking like giant cakes  
on the playing field.

10 You teach with your voice,  
so a tiger prowls from a poem  
and pads between desks, black and gold

15 in the shadow and sunlight,  
or the golden apples of the sun drop  
from a branch in my mind's eye.

I bow my head again  
to this tattered doodled book  
and learn what love is.