

3H 9-K

ENGLISH LANGUAGE

(0 Level)

MODEL ANSWERS AND

tINSTANTt GUIDE -LINES TO

LESSON 2 3

Open ONLY when you are  
satisiied that you have completed  
the Test Questions to the best  
of your ability.



"Grant took the book she had lent him off the pile again, and tried to make head or tail of the Wars of the Roses. He failed. Armies marched and counter-marched. York and Lancaster succeeded each other as victors in a bewildering repetition. It was as meaningless as watching a crowd of dodgem cars bumping and whirling at a fair.

But it seemed to him that the whole trouble was implicit, the germ of it sown, nearly a hundred years earlier, when the direct line was broken by the deposition of Richard II. He knew all about that because he had in his youth seen Richard of Bordeaux at the New Theatre; four times he had seen it. For three generations the usurping Lancasters had ruled England: Richard of Bordeaux's Henry unhappily but with fair efficiency, Shakespeare's Prince Hal with Agincourt for glory and the stake for zeal, and his son in half-witted muddle and failure. It was no wonder if men hankered after the legitimate line again, as they watched poor Henry VI's inept friends frittering away the victories in France while Henry nursed his new foundation of Eton and besought the ladies at court to cover up their bosoms.

All three Lancasters had had an unlovely fanaticism which contrasted sharply with the liberalism of the Court which had died with Richard II. Richard's live-and-let-live methods had given place, almost overnight, to the burning of heretics. For three generations heretics had burned. It was no wonder if a less public fire of discontent had begun to smoulder in the heart of the man in the street.

Especially since there, before their eyes, was the Duke of York. Able, sensible, influential, gifted, a great prince in his own right, and by blood the heir of Richard II. They might not desire that York should take the place of poor silly Henry, but they did wish that he would take over the running of the country and clean up the mess.

York tried it, and died in battle for his pains, and his family spent much time in exile or sanctuary as a result. But when the tumult and the shouting was all over, there on the throne of England was the son who had fought alongside him in that struggle, and the country settled back happily under that tall, flaxen, wenching, exceedingly beautiful but most remarkably shrewd young man, Edward IV.

And that was as near as Grant would ever come to

C) 'EXAMINER-PLAN'E/COM/MA/23/1

continued

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understanding the Wars of the Roses.

He looked up from his book to find Matron standing in the middle of the room.

'I did knock,' she said, 'but you were lost in your book.'

She stood there, slender and remote; as elegant in her way as Marta was; her white-cuffed hands clasped loosely in front of her narrow waist; her white veil spreading itself in imperishable dignity; her only ornament the small silver badge of her diploma. Grant wondered if there was anywhere in this world a more unshakable poise than that achieved by the matron of a great hospital.

'I've taken to history,' he said. 'Rather late in the

,

day.

'An admirable choice,' she said. 'It puts things in perspective.' Her eyes lighted on the portrait and she said: 'Are you York or Lancaster?'

'80 you recognize the portrait.'

'Oh, yes. When I was a probationer I used to spend a lot of time in the National. I had very little money and very sore feet, and it was warm in the Gallery and quiet and it had plenty of seats.' She smiled a very little, looking back from her present consequence to that young, tired, earnest creature that she had been. 'I liked the Portrait Gallery best because it gave on the same sense of proportion that reading history does. All those Importances who had made such a to-do over so much in their day. All just names. Just canvas and paint. I saw a lot of that portrait in those days.' Her attention went back to the picture. 'A most unhappy creature,' she said."

(Extract from 'The Daughter of Time' by Josephine Tey)

TEST QUESTIONS 23

From the passage it could be assumed that Grant was

- A. a professional historian.
  - B. of low intelligence.
  - C. interested in crime.
  - D. interested in history.
- C) 'EXAMINER-PLAN' E/COM/MA423/2

a professional writer.

ENGUSHLANGUAGE

MODEL ANSWERS TO LESSON 23

(continued

The effect of the first paragraph is to give an impression of  
LTJUOWSD

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long period of historical events.

confusing succession of historical events.

lively picture of historical events.

contrast of historical events and the present.

struggle for power in history.

The dodgem cars are referred to as meaningless because

A.

B.

C.

D.

E

The word "germ" here refers to

LTJUOUTJCD

they do not actually go anywhere.

they go round and round aimlessly.

they are often driven by people who cannot control  
them.

they are only machines.

there is no logical pattern in their movement.

a P

a hereditary disease.

the

laque.

wars .

royalty.

a statement.

The word "deposition" here most nearly means

MUCH)?

"Richard

WUOW'P

declaration.

situation.

div

OI'CG .

displacement.

character.

of

it

it

it

it

it

Bordeaux" is underlined because

occurs

is the

is the

refers

refers

in a play.

title of a play.

title of a man.

to a foreign place.

to an important character.

Three generations of Lancasters are mentioned; in the

passage how many of the members of this family are referred

to by name?

A.

B.

one

two

only

G)

'EXAMINER-PLAN' E/COM/MA/23/3

C. three.

D. four.

E. none.

8. The term "usurping Lancasters" implies that they

A. were a scheming family.

B. held their position wrongfully.

C. were arrogant men.

D. were unpopular with their fellows.

E. knew how to use situations to their advantage.

9. The words "hanker after" could best be replaced by

A. resent. .

B. follow. a Q

C. delay.

D. expect.

E. desire.

10. From the information in the passage, some of the following implications can be made about Henry VI.

1. He was inept.

2. He chose unsuitable friends.

3. He was effeminate.

4. He supported traditions.

5. He was impractical.

Is it

A. 1 and 2 only.

B. 3 and 4 only.

C. 1, 3 and 5.

D. 2 and 5 only.

E. 2, 3 and 4?

11. The use of the word "nursed" implies

ideas.

1.

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

- C. 1 and
- D. 2 and
- E. 1 and

The rule of the  
a succ  
effici  
succes  
a grad  
WUOUUIP

The "unlovely f  
here by referrin

- A. their
- B. their
- C. their
- D. their
- E. their

ENGUSHLANGUAGE

MODEL ANSWERS TO LESSON 23

(w

3.

4.

4?

Lancasters could be described as  
ession of failures.  
uniformly unhappy.  
ent but unhappy.  
sful in the middle period.  
ual decline of success.  
anaticism"of the Lancasters is illustrated  
g to  
obsessional behaviour.  
religious beliefs.  
ill-chosen supporters.  
unfortunate marriages.  
unattractive appearance.

"Fire of discontent"is an example of

- A. exaggeration.
- B. understatement.
- C. rhetoric.
- D. metaphor.
- E. simile.

One of the follo  
not true.

- A. He was
- B. He was
- C. He was
- D. He was
- E.

wing statements about the Duke of York is  
related to Richard II.  
easily influenced.  
an intelligent man.  
a talented man.  
He failed to become king.

The expression

FJUOWZP

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The conflicting  
tumult and shouting"refers to  
revolution.  
demonstration.

riot.  
battle.  
period of disagreement.  
elements in the character of Edward IV are

indicated by the use of which of the following words?  
s 'EXAMINER-PLAN' E /COM/MA/ 23 /5



18.  
19.  
20.  
LTJUOUdfP  
happily.  
beautiful.  
but.  
most.  
young.

ENGLISH LANGUAGE

MODEL ANSWERS TO LESSON 23

(continued

When the Matron entered the room Grant was

A.  
B.  
C.  
D.  
E.  
looking up.  
thinking.  
finding his page.  
puzzled.  
absorbed.

The writer speaks of the Matron's "unshakable poise".  
Which of the following words used in describing her most  
reflects this aspect?

D'JUOWCD  
slender.  
remote.  
veil.  
dignity.  
diploma.

The Matron approves the study of history because

NUOWCD  
she is a dignified person.  
she is well-qualified.  
one can learn from the past.  
one can see events in their true value.  
one can value the experience of past events.

'EXAMINER-PLAN'E/COM/MA/23/6

ENGUSHLANGUAGE

MODEL ANSWERS TO LESSON 23

(continued

MODEL ANSWERS TO TEST QUESTIONS 23 - (KEY)

H

O

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

OOOVOWU'l-DUJNH

UFJUJOUJUDLTJWU

UUWOLTJUUUWUO

YOUR ANSWERS END HERE

1.

MODEL ANSWERS 23 - 'Instant' Guide Lines

This is a question of evaluating a number of comments made throughout the passage. There is no indication that he wishes to write about anything: there is no reason to suppose he is interested in crime (he is a detective, but that information is not given in the passage): in spite of his apparent puzzlement at events, there is no reason to suppose him of low intelligence. We are left with his interest in history, and the way he deals with history (information from remembered plays, "bewildering", "meaningless" , as far as he "would ever come to understanding") suggests the interest of the amateur. (D)

The solution here lies in the effect of "tried to make head or tail", "bewildering repetition", "meaningless" , all of which suggest confusion in a succession of events. (B)

The term "meaningless" used here in conjunction with "bumping" and "whirling" is best reflected in the lack of any logical pattern in the movement. (E)

The "germ", or beginning, refers to the "trouble"; this in turn must refer to the wars mentioned in paragraph one. (C)

The solution depends on the context. A careless reading might mistake the word for disposition, the "character" of E, but clearly this is wrong. In certain circumstances

C) 'EXAMINER-PLAN'E/COM/MA/ 3/7

- 10.
- 11.
- 12.
- 13.
- 14.

ENGUSHLANGUAGE

MODEL ANSWERS TO LESSON 23

(continued

"deposition" can mean a sworn statement or declaration, but here, in order to make sense, it must refer to the other meaning from the verb "depose", i.e. "to turn a King off his Throne". So of the alternatives, "displacement" is the nearest. (D)

The title of a play or book is underlined - a form of emphasis. Here it must be a Play - he saw it at the New Theatre. (B)

There are three mentioned - Henry (Richard of Bordeaux), Prince Hal (in Shakespeare) and Henry VI. (C)

To "usurp" means to "replace someone by taking over a title or position without right." (B)

If a person "hankers after" something, it means that he wants it or desires it. (E)

According to the passage, it was Henry's friends who were inept, but this does suggest that he chose unsuitable friends (2). Henry could only think of his new foundation while his Kingdom was slowly lost, and this suggests an ungracious turn of mind. (5) None of the other points can be substantiated from the passage, so this leaves us with 2 and 5 only. (D)

This is a question of context around the figurative use of the verb "to nurse". The implications are that you take great care of something you nurse and this suggests interest in the Project. (1) There is no suggestion that his idea or foundation was weakly, but it was new (young) and needed a

careful attention. (3) So the combination is 1 and 3. (C)

The passage speaks of the unhappy reign of Henry, the glory and zeal of Hal and the half-witted muddle and failure of his son. So success would seem to be in the middle period of their rule. (D)

The "fanaticism" - i.e. attitudes taken to extreme - is contrasted with the liberalism of Richard's court. Its result was the burning of heretics and as a heretic is one who fails to profess an established form of religion, the persecution must have been religious in origin. (B)

The comparison is made between the fires that burned the heretics and the discontent that disturbed, or burned, the

G) 'EXAMINER-PLAN' E /COM/MA123/8 \_

(continued

hearts of people. This kind of comparison is a  
metaphor. (D)

15. The description of the Duke of York indicates that he is  
able, sensible, gifted and related by blood (birth) to  
Richard. In other words, A, C and D are all mentioned.  
It also speaks of his failure to take over the country. (E)  
So we are left with (B). In any case, the information is  
that he is influential - i.e. able to influence others,  
not that he can be influenced himself.

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16. The implications of the passage are that the Period of  
disturbance was a fairly long one, and the only alternative  
that really fits this is (E).

17. Edward the fourth is described in terms of a good-looking  
man, attracted by and attractive to women and in spite of  
this superficial appeal, a very clever person. That a  
contrast is implied is shown by the joining of these two  
aspects with the word "but". The cleverness is unexpected.  
(c)

18. Matron says Grant was "lost" in his book. He apparently  
did not hear her knock. The implication is that he is  
"absorbed" in his reading. (E)

19. The word "poise" can refer to physical control and emotional  
control. The "unshakable poise" of the Matron indicates  
her dignified appearance which is "imperishable" or  
"unshakable". (D)

20. Matron likes history for the same reason that she likes the  
Portrait Gallery - it gives one a sense of proportion.  
Applied to history, this can only mean that one can see events  
in their true value. (D)





READY ?

OPEN UP !

COMPARE your  
attempt with  
the GCE

Examinerts

Model Answers.

STUDY the tInstantt Guide- 6  
Lines that reveal the thinking  
and preparation behind these  
Model Answers.

GO BA CK once more over  
the Lesson paying particular  
attention to any sections which  
these Model Answers show you  
have not fully mastered.