

When revising at home for English Literature, students could complete a timed essay! This will help them to manage their time effectively in the exam and will help them to identify areas for development/further revision.

Please find below a selection of SAMPLE questions that students could complete as part of their independent revision at home for English Literature. Teachers will, of course, mark anything additional that students complete and bring in.

Please see below the TIME students should take for each of the essays. If possible, students should time themselves using these guidelines, to ensure they are preparing themselves for the time restraints in the exam.

Literature Paper 1

Section A: MACBETH

50 minutes

Section B: JEKYLL AND HYDE

50 minutes

Literature Paper 2

Section A: LORD OF THE FLIES

45 minutes

Section B: LOVE AND RELATIONSHIPS POETRY

45 minutes

Section C: UNSEEN POETRY (2 questions)

45 minutes

LITERATURE PAPER 1: SHAKESPEARE AND THE 19TH CENTURY NOVEL

Section A: MACBETH

50 minutes

Read the following extract from Act 1 Scene 3 of Macbeth and then answer the question that follows. At this point in the play Macbeth has just been told he will become Thane of Cawdor making the witches' prophecy true.

MACBETH

[Aside] Glamis, and thane of Cawdor!

The greatest is behind.

To ROSS and ANGUS

Thanks for your pains.

To BANQUO

Do you not hope your children shall be kings,
When those that gave the thane of Cawdor to me
Promised no less to them?

BANQUO

That trusted home

Might yet enkindle you unto the crown,
Besides the thane of Cawdor. But 'tis strange:

And oftentimes, to win us to our harm,
The instruments of darkness tell us truths,

Win us with honest trifles, to betray's

In deepest consequence.

Cousins, a word, I pray you.

MACBETH

[Aside] Two truths are told,

As happy prologues to the swelling act
Of the imperial theme.--I thank you, gentlemen.

Aside

Cannot be ill, cannot be good: if ill,

Why hath it given me earnest of success,

Commencing in a truth? I am thane of Cawdor:

If good, why do I yield to that suggestion

Whose horrid image doth unfix my hair

And make my seated heart knock at my ribs,

Against the use of nature? Present fears

Are less than horrible imaginings:

My thought, whose murder yet is but fantastical,

Shakes so my single state of man that function

Is smother'd in surmise, and nothing is

But what is not.

BANQUO

Look, how our partner's rapt.

Starting with this speech, explain how the theme of ambition is presented in *Macbeth*?

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

[30 marks]

AO4 [4 marks]

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows. At this point in the play Lady Macbeth has just received the news that King Duncan will be spending the night at her castle.

LADY MACBETH

Give him tending;
He brings great news.

Exit Messenger

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Enter MACBETH

Great Glamis! worthy Cawdor!
Greater than both, by the all-hail hereafter!
Thy letters have transported me beyond
This ignorant present, and I feel now
The future in the instant.

Starting with this speech, explain how Lady Macbeth and Macbeth's relationship is presented.

Write about:

- how Shakespeare presents the relationship in this speech
- how Shakespeare presents the relationship in the play as a whole.

[30 marks]

AO4 [4 marks]

Read the following extract from Act 2 Scene 1 of Macbeth and then answer the question that follows. At this point in the play Macbeth is considering whether to murder Duncan.

MACBETH

Go bid thy mistress, when my drink is ready,
She strike upon the bell. Get thee to bed.

Exit Servant

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.

I have thee not, and yet I see thee still.

Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?

I see thee yet, in form as palpable
As this which now I draw.

Thou marshall'st me the way that I was going;
And such an instrument I was to use.

Mine eyes are made the fools o' the other senses,
Or else worth all the rest; I see thee still,
And on thy blade and dudgeon gouts of blood,
Which was not so before. There's no such thing:

It is the bloody business which informs
Thus to mine eyes. Now o'er the one halfworld
Nature seems dead, and wicked dreams abuse
The curtain'd sleep; witchcraft celebrates
Pale Hecate's offerings, and wither'd murder,
Alarum'd by his sentinel, the wolf,
Whose howl's his watch, thus with his stealthy pace.

With Tarquin's ravishing strides, towards his design
Moves like a ghost. Thou sure and firm-set earth,
Hear not my steps, which way they walk, for fear
Thy very stones prate of my whereabouts,
And take the present horror from the time,
Which now suits with it. Whiles I threat, he lives:
Words to the heat of deeds too cold breath gives.

A bell rings

I go, and it is done; the bell invites me.

Hear it not, Duncan; for it is a knell
That summons thee to heaven or to hell.

Starting with this speech, explain how Macbeth's state of mind is presented.

Write about:

- how Shakespeare presents his state of mind in this speech
- how Shakespeare presents his state of mind in the play as a whole.

[30 marks]

AO4 [4 marks]

Section B: JEKYLL AND HYDE

50 minutes

Read the following extract from Chapter 1 of Jekyll and Hyde and then answer the question that follows. At this point in the story Enfield is telling Utterson about Hyde trampling the young girl.

It chanced on one of these rambles that their way led them down a by-street in a busy quarter of London. The street was small and what is called quiet, but it drove a thriving trade on the week-days. The inhabitants were all doing well, it seemed, and all emulously hoping to do better still, and laying out the surplus of their gains in coquetry; so that the shop fronts stood along that thoroughfare with an air of invitation, like rows of smiling saleswomen. Even on Sunday, when it veiled its more florid charms and lay comparatively empty of passage, the street shone out in contrast to its dingy neighbourhood, like a fire in a forest; and with its freshly painted shutters, well-polished brasses, and general cleanliness and gaiety of note, instantly caught and pleased the eye of the passenger.

Two doors from one corner, on the left hand going east, the line was broken by the entry of a court; and just at that point, a certain sinister block of building thrust forward its gable on the street. It was two stories high; showed no window, nothing but a door on the lower story and a blind forehead of discoloured wall on the upper; and bore in every feature, the marks of prolonged and sordid negligence. The door, which was equipped with neither bell nor knocker, was blistered and distained. Tramps slouched into the recess and struck matches on the panels; children kept shop upon the steps; the schoolboy had tried his knife on the mouldings; and for close on a generation, no one had appeared to drive away these random visitors or to repair their ravages.

Starting with this extract, how does Stevenson present the theme of duality?

Write about:

- how Stevenson presents duality in this extract
- how Stevenson presents duality in the novel as a whole.

[30 marks]

Read the following extract from Chapter 4 of *Jekyll and Hyde* and then answer the question that follows. At this point in the story the maid has described the murder of Sir Danvers Carew.

When they had come within speech (which was just under the maid's eyes) the older man bowed and accosted the other with a very pretty manner of politeness. It did not seem as if the subject of his address were of great importance; indeed, from his pointing, it sometimes appeared as if he were only inquiring his way; but the moon shone on his face as he spoke, and the girl was pleased to watch it, it seemed to breathe such an innocent and old-world kindness of disposition, yet with something high too, as of a well-founded self-content. Presently her eye wandered to the other, and she was surprised to recognise in him a certain Mr. Hyde, who had once visited her master and for whom she had conceived a dislike. He had in his hand a heavy cane, with which he was trifling; but he answered never a word, and seemed to listen with an ill-contained impatience. And then all of a sudden he broke out in a great flame of anger, stamping with his foot, brandishing the cane, and carrying on (as the maid described it) like a madman. The old gentleman took a step back, with the air of one very much surprised and a trifle hurt; and at that Mr. Hyde broke out of all bounds and clubbed him to the earth. And next moment, with ape-like fury, he was trampling his victim under foot and hailing down a storm of blows, under which the bones were audibly shattered and the body jumped upon the roadway. At the horror of these sights and sounds, the maid fainted.

Starting with this extract, how does Stevenson present Hyde as a violent character?

Write about:

- how Stevenson presents Hyde in this extract
- how Stevenson presents Hyde in the novel as a whole.

[30 marks]

Read the following extract from Chapter 4 of Jekyll and Hyde and then answer the question that follows.

Nearly a year later, in the month of October, 18—, London was startled by a crime of singular ferocity and rendered all the more notable by the high position of the victim. The details were few and startling. A maid servant living alone in a house not far from the river, had gone up-stairs to bed about eleven. Although a fog rolled over the city in the small hours, the early part of the night was cloudless, and the lane, which the maid's window overlooked, was brilliantly lit by the full moon. It seems she was romantically given, for she sat down upon her box, which stood immediately under the window, and fell into a dream of musing. Never (she used to say, with streaming tears, when she narrated that experience), never had she felt more at peace with all men or thought more kindly of the world. And as she so sat she became aware of an aged and beautiful gentleman with white hair, drawing near along the lane; and advancing to meet him, another and very small gentleman, to whom at first she paid less attention.

Starting with this extract, how does Stevenson uses description to evoke a mood of dread?

Write about:

- how Stevenson presents a mood of dread in this extract
- how Stevenson presents a mood of dread in the novel as a whole.

[30 marks]

LITERATURE PAPER 1: SHAKESPEARE AND THE 19TH CENTURY NOVEL

Section A: LORD OF THE FLIES

45 minutes

How does Golding present the idea of leadership in the novel?

Write about:

- How Golding presents the different styles of leadership
- How Golding uses the idea of leadership to present ideas about society and people

How does Golding present the theme of fear in the novel?

Write about:

- How Golding presents the idea of fear at different points in the novel
- How Golding uses the idea of fear to present ideas about society and people

How does Golding present the idea of civilisation vs. savagery in the novel?

Write about:

- How Golding presents the ideas of civilisation and savagery
- How Golding uses the idea of civilisation vs. savagery to present ideas about society and people

How does Golding present the theme of death in the novel?

Write about:

- How Golding presents the theme of death at different points in the novel
- How Golding uses the theme of death to present ideas about society and people

How does Golding present the character of Jack as being significant?

Write about:

- How Golding presents Jack as being a significant character
- How Golding uses the character Jack to present ideas about society and people

How does Golding present the character of Simon as being significant?

Write about:

- How Golding presents Simon as being a significant character
- How Golding uses the character Simon to present ideas about society and people

How does Golding present the character of Ralph as being significant?

Write about:

- How Golding presents Ralph as being a significant character
- How Golding uses the character Ralph to present ideas about society and people

How does Golding present the character of Piggy as being significant?

Write about:

- How Golding presents Piggy as being a significant character
- How Golding uses the character Piggy to present ideas about society and people

Section B: LOVE AND RELATIONSHIPS POETRY

45 minutes

Compare how the poets use nature to present a relationship in 'Love's Philosophy' and one other poem.
(30 marks)

The fountains mingle with the river,
And the rivers with the ocean;
The winds of heaven mix forever
With a sweet emotion;
Nothing in the world is single;
All things by a law divine
In another's being mingle-
Why not I with thine?

See, the mountains kiss high heaven,
And the waves clasp one another;
No sister flower could be forgiven
If it disdained its brother;
And the sunlight clasps the earth,
And the moonbeams kiss the sea; -
What are all these kissings worth,
If thou kiss not me?

Compare the presentation of death in 'Porphyria's Lover' and one other poem.

(30 marks)

THE rain set early in to-night,
The sullen wind was soon awake,
It tore the elm-tops down for spite,
And did its worst to vex the lake:
I listen'd with heart fit to break.
When glided in Porphyria; straight
She shut the cold out and the storm,
And kneel'd and made the cheerless grate
Blaze up, and all the cottage warm;
Which done, she rose, and from her form
Withdrew the dripping cloak and shawl,
And laid her soil'd gloves by, untied
Her hat and let the damp hair fall,
And, last, she sat down by my side
And call'd me. When no voice replied,
She put my arm about her waist,
And made her smooth white shoulder bare,
And all her yellow hair displaced,
And, stooping, made my cheek lie there,
And spread, o'er all, her yellow hair,
Murmuring how she loved me—she
Too weak, for all her heart's endeavour,
To set its struggling passion free
From pride, and vainer ties dissever,
And give herself to me for ever.
But passion sometimes would prevail,
Nor could to-night's gay feast restrain
A sudden thought of one so pale
For love of her, and all in vain:
So, she was come through wind and rain.
Be sure I look'd up at her eyes
Happy and proud; at last I knew
Porphyria worshipp'd me; surprise
Made my heart swell, and still it grew
While I debated what to do.
That moment she was mine, mine, fair,
Perfectly pure and good: I found
A thing to do, and all her hair
In one long yellow string I wound
Three times her little throat around,

And strangled her. No pain felt she;
I am quite sure she felt no pain.
As a shut bud that holds a bee,
I warily oped her lids: again
Laugh'd the blue eyes without a stain.
And I untighten'd next the tress
About her neck; her cheek once more
Blush'd bright beneath my burning kiss:
I propp'd her head up as before,
Only, this time my shoulder bore
Her head, which droops upon it still:
The smiling rosy little head,
So glad it has its utmost will,
That all it scorn'd at once is fled,
And I, its love, am gain'd instead!
Porphyria's love: she guess'd not how
Her darling one wish would be heard.
And thus we sit together now,
And all night long we have not stirr'd,
And yet God has not said a word!

Compare the ways poets present relationships as changeable in 'Winter Swans' and one other poem.
(30 marks)

The clouds had given their all -
two days of rain and then a break
in which we walked,
the waterlogged earth
gulping for breath at our feet
as we skirted the lake, silent and apart,
until the swans came and stopped us
with a show of tipping in unison.
As if rolling weights down their bodies to their heads
they halved themselves in the dark water,
icebergs of white feather, paused before returning again
like boats righting in rough weather.
'They mate for life' you said as they left,
porcelain over the stilling water. I didn't reply
but as we moved on through the afternoon light,
slow-stepping in the lake's shingle and sand,
I noticed our hands, that had, somehow,
swum the distance between us
and folded, one over the other,
like a pair of wings settling after flight.

**Compare how parents are presented in 'Walking Away' and one other poem.
(30 marks)**

It is eighteen years ago, almost to the day –
A sunny day with leaves just turning,
The touch-lines new-ruled – since I watched you play
Your first game of football, then, like a satellite
Wrenched from its orbit, go drifting away
Behind a scatter of boys. I can see
You walking away from me towards the school
With the pathos of a half-fledged thing set free
Into a wilderness, the gait of one
Who finds no path where the path should be.
That hesitant figure, eddying away
Like a winged seed loosened from its parent stem,
Has something I never quite grasp to convey
About nature's give-and-take – the small, the scorching
Ordeals which fire one's irresolute clay.
I have had worse partings, but none that so
Gnaws at my mind still. Perhaps it is roughly
Saying what God alone could perfectly show –
How selfhood begins with a walking away,
And love is proved in the letting go.

Compare the ways poets explore the feeling of connection in 'Sonnet 29' and one other poem.
(30 marks)

I think of thee!—my thoughts do twine and bud
About thee, as wild vines, about a tree,
Put out broad leaves, and soon there 's nought to see
Except the straggling green which hides the wood.
Yet, O my palm-tree, be it understood
I will not have my thoughts instead of thee
Who art dearer, better! Rather, instantly
Renew thy presence; as a strong tree should,
Rustle thy boughs and set thy trunk all bare,
And let these bands of greenery which insphere thee
Drop heavily down,—burst, shattered, everywhere!
Because, in this deep joy to see and hear thee
And breathe within thy shadow a new air,
I do not think of thee—I am too near thee.

Compare how the theme of memory is presented in 'Eden Rock' and one other poem.
(30 marks)

They are waiting for me somewhere beyond Eden
Rock:

My father, twenty-five, in the same suit
Of Genuine Irish Tweed, his terrier Jack
Still two years old and trembling at his feet

My mother, twenty-three, in a sprigged dress
Drawn at the waist, ribbon in her straw hat,
Has spread the stiff white cloth over the grass.
Her hair, the colour of wheat, takes on the light.

She pours tea from a Thermos, the milk straight
From an old H.P. sauce-bottle, a screw
Of paper for a cork; slowly sets out
The same three plates, the tin cups painted blue.

The sky lightens as if lit by three suns
My mother shades her eyes and looks my way
Over the drifted stream. My father spins
A stone along the water. Leisurely
They beckon to me from the other bank.
I hear them call, 'See where the stream path is!
Crossing is not as hard as you might think.

I had not thought it would be like this.

Section C: UNSEEN POETRY

30-35 minutes

NOTE: I HAVE ONLY INCLUDED QUESTIONS THAT ASK YOU TO ANALYSE THE ONE POEM. REMEMBER THAT IN THE REAL EXAM YOU WILL HAVE TWO QUESTIONS IN THIS SECTION. THE SECOND QUESTION IS WORTH 8 MARKS, YOU WILL BE ASKED TO COMPARE THE UNSEEN POEM WITH A SECOND UNSEEN POEM AND YOU SHOULD SPEND ABOUT 10 MINUTES ONLY ON IT.

Read the poem below and answer the question which follows.

Now Close the Windows

Now close the windows and hush all
the fields:

If the trees must, let them silently
toss;

No bird is singing now, and if there
is,

Be it my loss.

It will be long ere the marshes
resume,

I will be long ere the earliest bird:
So close the windows and not hear
the wind,

But see all wind-stirred.

Robert Frost

How does the use language to describe nature in this poem? (24 marks)

Read the poem below and answer the question which follows.

My Heart Leaps Up

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

William Wordsworth

How does the poet use references to time for effect in this poem? (24 marks)

Read the poem below and answer the question which follows.

The World That I Have Discovered

The new world of Columbus,
Likes to be loved first,
And then it wants to love,
But my new world,
The world that I have discovered,
Wants only to love and thus become,
What love eternally is
Sri Chimnoy

How does the poet explore the theme of love in this poem? (24 marks)

Read the poem below and answer the question which follows.

The Autumn

Go, sit upon the lofty hill,
And turn your eyes around,
Where waving woods and waters wild
Do hymn an autumn sound.
The summer sun is faint on them --
The summer flowers depart --
Sit still -- as all transform'd to stone,
Except your musing heart.

Elizabeth Barrett Browning

How does the poet use imagery for effect in this poem? (24 marks)

Read the poem below and answer the question which follows.

Fall, leaves, fall

Fall, leaves, fall; die, flowers, away;
Lengthen night and shorten day;
Every leaf speaks bliss to me
Fluttering from the autumn tree.

I shall smile when wreaths of snow
Blossom where the rose should grow;
I shall sing when night's decay
Ushers in a drearier day.

Emily Bronte

How does the poet use language to portray the theme of 'natural beauty'? (24 marks)