Name: ______________________________  Class: ________

SECTION A – DRAMA 25 MARKS

Choose the Drama Text you have covered at school (i.e. either Macbeth, or The Merchant of Venice, or Twelfth Night, or A View from the Bridge, or The Play of Kes) and then choose ONE from 1, 2 or 3.

MACBETH

1. Read the passage below and answer the questions that follow:

FIRST WITCH  All hail Macbeth, hail to thee, Thane of Glamis.
SECOND WITCH All hail Macbeth, hail to thee, Thane of Cawdor.
THIRD WITCH  All hail Macbeth, thou shalt be king hereafter.
BANQUO  Good sir, why do you start and seem to fear
Things that do sound so fair? - I’ th’ name of truth
Are ye fantastical, or that indeed
Which outwardly ye show? My noble partner
You greet with present grace and great prediction
Of noble having and of royal hope
That he seems rapt withal. To me you speak not.
If you can look into the seeds of time
And say which grain will grow and which will not,
Speak then to me, who neither beg nor fear
Your favours nor your hate.

a. By referring to lines 1 – 3, and from your knowledge of the play, explain why the witches greet Macbeth in three different ways. (6 marks)

b. What does Banquo’s speech reveal about his character? (9 marks)

c. From your knowledge of the play, what are the witches’ prophecies about Banquo’s future? (6 marks)

d. ‘Good sir, why do you start and seem to fear
Things that do sound so fair?’ (lines 4 – 5)
What do these words tell us about Macbeth and his reaction to the witches’ words? (4 marks)

2. The play opens with a scene involving the witches. Who or what are the witches and what role do they play in Macbeth?

3. Describe how Lady Macbeth’s words and actions affect Macbeth’s decisions and actions before and after Duncan’s murder.
THE MERCHANT OF VENICE

1. Read the passage below and answer the questions that follow:

MOROCCO  Mislike me not for my complexion,
          The shadowed livery of the burnished sun,
          To whom I am a neighbour and near bred.
          Bring me the fairest creature northward born,
          Where Phoebus' fire scarce thaws the icicles,
          And let us make incision for your love
          To prove whose blood is reddest, his or mine.
          I tell thee, lady, this aspect of mine
          Hath feared the valiant: by my love I swear
          The best-regarded virgins of our clime
          Have loved it too. I would not change this hue,
          Except to steal your thoughts, my gentle queen.

PORTIA  In terms of choice I am not solely led
         By nice direction of a maiden's eyes.
         Besides, the lottery of my destiny
         Bars me the right of voluntary choosing.
         But if my father had not scantied me,
         And hedged me by his wit to yield myself
         His wife who wins me by that means I told you,
         Yourself, renownèd prince, then stood as fair
         As any comer I have looked on yet
         For my affection.

a. What does Morocco’s speech reveal about his character?  (10 marks)
b. ‘Where Phoebus' fire scarce thaws the icicles’ (line 5). What does Morocco mean by these words?  (3 marks)
c. ‘the lottery of my destiny’ (line 15). Describe in full the ‘lottery’ that Portia’s father had devised.  (4 marks)
d. From your knowledge of the play, what casket did Morocco choose and what were his reasons for choosing that particular casket?  (5 marks)
e. ‘Yourself, renownèd prince, then stood as fair
   As any comer I have looked on yet
   For my affection.’ (lines 20 – 22)
   Explain why Portia’s words can be considered ironical.  (3 marks)

2. Give a detailed account of the character which, given the chance, you would most like to play on the stage, making it clear why you have chosen this particular character.

3. ‘Love, friendship, and prejudice are important elements in The Merchant of Venice.’ Discuss this statement by referring to at least THREE scenes in the play.
**TWELFTH NIGHT**

1. Read the following passage and answer the questions that follow:

   **DUKE**  
   
   [Music]  
   Come hither, boy: if ever thou shalt love,  
   In the sweet pangs of it remember me;  
   For such as I am all true lovers are,  
   Unstaid and skittish in all motions else  
   Save in the constant image of the creature  
   That is beloved. How dost thou like this tune?  

   **VIOLA**  
   It gives a very echo to the seat  
   Where Love is throned.  

   **DUKE**  
   Thou dost speak masterly.  
   My life upon 't, young though thou art, thine eye  
   Hath stayed upon some favour that it loves;  
   Hath it not, boy?  

   **VIOLA**  
   A little, by your favour.  

   **DUKE**  
   What kind of woman is 't?  

   **VIOLA**  
   Of your complexion.  

   a. By referring to Orsino’s speech and from your knowledge of Act I and II describe the Duke’s character.  
   (10 marks)  

   b. ‘the constant image of the creature  
   That is beloved.’ (lines 6 – 7)  
   Who is the Duke referring to? With whom is this lady in love?  
   (2 marks)  

   c. ‘It gives a very echo to the seat  
   Where Love is throned.’(lines 8 – 9).  
   What does Viola mean by these words?  
   (3 marks)  

   d. Describe in detail the deception that Viola has played on Orsino and her reason for doing so.  
   (6 marks)  

   e. ‘Of your complexion.’ (line 16)  
   Explain why Viola’s words can be considered ironical.  
   (4 marks)  

2. Give a detailed account of the character which, given the chance, you would most like to play on the stage, making it clear why you have chosen this particular character.  

3. ‘Romance, comedy and mistaken identity are important elements in *Twelfth Night.*’ Discuss this statement by referring to at least THREE scenes in the play.
A VIEW FROM THE BRIDGE

1. ‘Everything looks bright and sunny at the beginning of A View from the Bridge. A man's life's work is about to finally pay off. A young girl is about to embark on a new career. Two immigrants have come to live the American Dream.’ Discuss how the themes of dreams and hopes are developed in Act I of A View from the Bridge.

2. The play explores differences between America and Italy. By referring to Act 1, show how differences in lifestyle between the two countries are brought out in Act 1.

3. ‘A View from the Bridge is dominated by male figures. As such, there's a lot of talk about what a real man is supposed to be like.’ Discuss this statement by referring to the character and actions of Eddie, Rodolfo and Marco.

THE PLAY OF KES

1. ‘Billy’s behaviour reveals both positive and negative characteristics.’ Discuss by referring to specific episodes in The Play of Kes.

2. Discuss the role played by Mr Farthing, Mr Sugden and Billy’s brother Jud in The Play of Kes. How do these three characters affect Billy’s experience of life at school and home?

3. ‘The natural environment, represented by Kes, serves to contrast all that is missing in Billy’s life.’ Discuss the contrast between the negative qualities in Billy’s daily life and the hope for a better life represented by Kes.

SECTION B – POETRY

Choose ONE question from this section.

1. By referring to ‘The Echoing Green’ and ‘Hide and Seek’, show how the poets make ordinary and familiar experiences special and significant.

2. With close reference to ‘The Night Mail’ and ‘If’, write about the poets’ use of rhythm, imagery and choice of words.

3. With close reference to ‘The Listeners’, show how Walter de la Mare creates a sense of mystery and/or the supernatural.

SECTION C – PROSE

Choose the Prose Text you have covered at school (i.e. either Frankenstein, or Private Peaceful, or The Great Automatic Grammatizator and Other Stories, or Animal Farm, or The Boy in the Striped Pyjamas, or The Other Side of Truth) and then choose either 1 or 2.

FRANKENSTEIN

1. ‘The novel is littered with passive women who suffer calmly and then die.’ Discuss this statement by referring to the character and actions of Caroline Beaufort, Justine and Elizabeth.

2. ‘Frankenstein is primarily about how destructive the thirst for knowledge can be.’ Discuss.
PRIVATE PEACEFUL

1. Private Peaceful is mainly about ‘the horrors of war and the injustice of executing soldiers by firing squad, on the – often false – grounds of desertion or cowardice.’ By referring to specific episodes, show how far you agree with this statement.

2. Private Peaceful ‘is a story about the friendship between two brothers.’ Discuss the relationship between Charlie and Thomas.

THE GREAT AUTOMATIC GRAMMATIZATOR AND OTHER STORIES

1. ‘A technique Roald Dahl frequently uses in his short stories is “the unexpected ending”.’ Discuss this characteristic of Dahl’s work by referring to three short stories.

2. ‘Deception characterises the relationship between men and women in a number of Roald Dahl’s stories.’ Discuss this statement by referring to The Way up to Heaven and Neck.

ANIMAL FARM

1. Discuss Squealer’s role in Animal Farm. How does he help to establish and maintain the pigs’ control over the way the other animals think and behave? Refer to specific instances and comment about their significance.

2. The animals try to follow Old Major’s ideals by developing a set of rules. Comment on the importance of the commandments and discuss the way the pigs eventually distort or change them.

THE BOY IN THE STRIPED PYJAMAS

1. ‘Bruno’s curiosity led to his unfortunate death.’ How far do you agree with this statement?

2. Contrast Bruno’s life in Berlin with that in Out-With (Auschwitz).

THE OTHER SIDE OF TRUTH

1. Comment about the significance of the novel’s title. Refer to specific episodes that explore the problems associated with the truth.

2. Write about the Solaja family. What do we know about them? What makes them special? What do you admire most about them?
It was the custom, that whenever their father had been to St Anne’s, John and Emily should run out to meet him, and ride back with him, one perched on each of his stirrups.

That Sunday evening they ran out as soon as they saw him coming, in spite of the thunderstorm that by now was clattering over their heads – and not only over their heads either, for in the tropics a thunderstorm is not a remote affair up in the sky, as it is in England, but it is all round you: lightning plays ducks and drakes across the water, bounds from tree to tree, bounces about the ground, while the thunder seems to proceed from violent explosions in your own very core.

‘Go back! Go back!’ he yelled furiously, ‘Get into the house!’

They stopped, aghast: and began to realise that after all it was a storm of more than usual violence. They discovered that they were drenched to the skin – must have been the moment they left the house. The lightning kept up a continuous blaze, and all of a sudden they realised that he was afraid. They fled to the house, shocked to the heart; and he was in the house almost as soon as they were.

All through supper the lightning shone almost without flickering. And John and Emily could hardly eat. The wind by now was more than redoubled. The shutters were bulging as if tired elephants were leaning against them, and Father was trying to tie the fastening with his handkerchief. But to push against this wind was like pushing against rock. The handkerchief, shutters, everything burst: the rain poured in like the sea into a sinking ship, the wind occupied the room, snatching pictures from the wall, sweeping the table bare. Through the gaping frames the lightning-lit scene without was visible. The creepers, which before had looked like cobwebs, now streamed up into the sky like new-combed hair. Branches were leaping about loose in the sky and the bouncing rain seemed to cover the ground with a white smoke.

The very floor began to ripple, as a loose carpet will ripple on a gusty day. Mr Thornton went round the house – to see what could be done, he said. He soon realised that the next thing to go would be the roof.

Adapted from ‘A High Wind in Jamaica’ by R. Hughes

1. Tick (√) the most appropriate answer. (2 marks)

   The passage describes
   
   a. a typical storm.
   b. a violent storm in England.
   c. a violent storm in a tropical country.
   d. a description of the Thorntons’ house.
2. In the passage we first read that Father ‘yelled furiously’ (line 9) and then that ‘he was afraid’ (line 13). Suggest a reason for each of these feelings. 

___________________________________________________________________________

(2 marks)

3. What impression do you get of the relationship between the father and his children? Give a reason for your answer.

___________________________________________________________________________

(2 marks)

4. From between lines 1 – 8, find 2 separate words that are used to suggest sounds. (1 mark)
   a) ___________________________________  b) ___________________________________

5. ‘And John and Emily could hardly eat.’ (lines 15 – 16) What does this sentence show about the way they were feeling? (2 marks)

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6. The wind is treated as if it were alive.
   (a) From lines 15 – 24, find the three words/phrases that suggest this. 
   (b) What do we call this figure of speech? (4 marks)

   a) (i)_____________________ (ii)_____________________ (iii) ____________________ 
   b)______________________________________________________________________

(4 marks)

7. For each of the following, identify the figure of speech used and explain the effect created through the image. (6 marks)
   (a) ‘The shutters were bulging as if tired elephants were leaning against them’ (lines 16 – 17)
      Figure of speech:___________________________________________________________
      Effect:____________________________________________________________________

   (b) ‘the rain poured in like the sea into a sinking ship.’ (lines 19)
      Figure of speech:___________________________________________________________
      Effect:____________________________________________________________________

   (c) ‘Branches were leaping about loose in the sky’. (lines 23)
      Figure of speech:___________________________________________________________
      Effect:____________________________________________________________________
8. In about 40 words show how the writer creates a sense of danger. In your answer you are expected to mention at least three different ways. (6 marks)

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