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SUBJECT:	<b>English</b>
PAPER NUMBER:	I
DATE:	29 <sup>th</sup> August 2024
TIME:	9:00 a.m. to 12:05 p.m.

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**Answer ONE question from Section A, ONE from Section B, and Section C.**

**SECTION A: SHAKESPEARE SET TEXTS**

**(33 marks)**

In Section A, essays must **NOT** be shorter than 500 words.

Essays responding to a gobbet (1a or 2a) should:

- identify the immediate context of the extract and its relation to the play as a whole;
- focus primarily on the given extract while also referring to the play as a whole;
- relate the extract to at least **TWO** of: characterisation, theme, imagery, and setting.

1. ***Romeo and Juliet***

**EITHER**

(a) Gobbet.

**JULIET** O Romeo, Romeo! wherefore art thou Romeo?  
Deny thy father and refuse thy name;  
Or, if thou wilt not, be but sworn my love,  
And I'll no longer be a Capulet.

**ROMEO** [*Aside*] Shall I hear more, or shall I speak at this?

**JULIET** 'Tis but thy name that is my enemy;  
Thou art thyself, though not a Montague.  
What's Montague? it is nor hand, nor foot,  
Nor arm, nor face, nor any other part  
Belonging to a man. O, be some other name!  
What's in a name? that which we call a rose  
By any other name would smell as sweet;  
So Romeo would, were he not Romeo call'd,  
Retain that dear perfection which he owes  
Without that title. Romeo, doff thy name,  
And for that name which is no part of thee  
Take all myself.

**OR**

(b) Comment on how social disorder is created and upheld in Shakespeare's Verona with reference to the play *Romeo and Juliet*.

**OR**

(c) Compare and contrast the characters of Juliet and Tybalt in *Romeo and Juliet*.

***Please turn the page.***

2. ***Othello***

**EITHER**

(a) Gobbet.

**IAGO** You or any man living may be drunk! at a time, man. I'll tell you what you shall do. Our general's wife is now the general: may say so in this respect, for that he hath devoted and given up himself to the contemplation, mark, and denotement of her parts and graces: confess yourself freely to her; importune her help to put you in your place again: she is of so free, so kind, so apt, so blessed a disposition, she holds it a vice in her goodness not to do more than she is requested: this broken joint between you and her husband entreat her to splinter; and, my fortunes against any lay worth naming, this crack of your love shall grow stronger than it was before.

**CASSIO** You advise me well.

**IAGO** I protest, in the sincerity of love and honest kindness.

**CASSIO** I think it freely; and betimes in the morning I will beseech the virtuous Desdemona to undertake for me: I am desperate of my fortunes if they cheque me here.

**IAGO** You are in the right. Good night, lieutenant; I must to the watch.

**CASSIO** Good night, honest Iago.

**OR**

(b) In Shakespeare's *Othello*, the tragic hero takes part in psychological, rather than military, battles. Discuss this statement.

**OR**

(c) Discuss the significance of 'ocular proof' in Shakespeare's *Othello*.

**SECTION B: POETRY SET TEXTS**

**(33 marks)**

In Section B, essays must **NOT** be shorter than 500 words.

**1. Elizabeth Bishop**

- (a) Discuss Elizabeth Bishop's positive connection with people as well as nature by referring to **THREE** poems of your choice.

**OR**

- (b) Elizabeth Bishop's poetic voice is marked by a 'calm impersonality'. Discuss with reference to **THREE** poems of your choice.

**2. Carol Ann Duffy**

- (a) 'In her poetry, Carol Ann Duffy often gives a feminist twist to well-known stories and significant episodes in history.' Discuss the significance of this thematic concern with reference to **THREE** poems of your choice.

**OR**

- (b) 'Carol Ann Duffy's poetic voice is considered to be both deeply personal yet also calling for public motivation.' Discuss with reference to **THREE** poems of your choice.

**3. Seamus Heaney**

- (a) Discuss the value of tradition as it emerges in Seamus Heaney's poetry with reference to **THREE** poems of your choice.

**OR**

- (b) Discuss the themes of loss and grief in Seamus Heaney's poetry with reference to **THREE** poems of your choice.

***Please turn the page.***

**SECTION C: POETRY CRITICISM**

**(33 marks)**

Write a critical appreciation of the poem below.

- Your essay must **NOT** be shorter than 400 words.
- Focus on theme, imagery, form and poetic language.
- You may also comment on any other literary aspects of the poem that you consider to be worthy of discussion.

**'Eagle Poem'**

To pray you open your whole self  
To sky, to earth, to sun, to moon  
To one whole voice that is you.  
And know there is more  
That you can't see, can't hear;  
Can't know except in moments  
Steadily growing, and in languages  
That aren't always sound but other  
Circles of motion.  
Like eagle that Sunday morning  
Over Salt River. Circled in blue sky  
In wind, swept our hearts clean  
With sacred wings.  
We see you, see ourselves and know  
That we must take the utmost care  
And kindness in all things.  
Breathe in, knowing we are made of  
All this, and breathe, knowing  
We are truly blessed because we  
Were born, and die soon within a  
True circle of motion,  
Like eagle rounding out the morning  
Inside us.  
We pray that it will be done  
In beauty.  
In beauty.

*by Joy Harjo*

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SUBJECT:	<b>English</b>
PAPER NUMBER:	II
DATE:	30 <sup>th</sup> August 2024
TIME:	9:00 a.m. to 12:05 p.m.

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Answer **BOTH** Section A **AND** Section B.

**SECTION A: NOVEL SET TEXTS**
**(Total: 66 marks)**

- Answer **TWO** questions (**NOT** on the same novel) from this section.
- Essays in this section must **NOT** be shorter than 500 words.

**1. *The Handmaid's Tale*, Margaret Atwood**

(a) In *The Handmaid's Tale*, religion is more closely linked to despair than hope. Discuss.

**OR**

(b) 'In *The Handmaid's Tale*, Atwood explores the human spirit's capacity for resilience in the face of oppression.' Discuss.

**2. *Great Expectations*, Charles Dickens**

(a) Discuss the theme of pride in *Great Expectations*.

**OR**

(b) '*Great Expectations* explores the destructive consequences of manipulation.' Discuss.

**3. *Atonement*, Ian McEwan**

(a) Discuss the importance of writing and the written word in *Atonement*.

**OR**

(b) 'In *Atonement*, McEwan explores the tension between what is real and what is imagined.' Discuss.

**4. *Wuthering Heights*, Emily Brontë**

(a) Discuss the themes of revenge and retribution in *Wuthering Heights*.

**OR**

(b) Given the social background against which Brontë's novel was written, discuss the author's portrayal of women in *Wuthering Heights*.

**5. *To Kill a Mockingbird*, Harper Lee**

(a) '*To Kill a Mockingbird* emphasises the importance of collective responsibility.' Discuss.

**OR**

(b) Compare and contrast the different parental figures in *To Kill a Mockingbird*.

***Please turn the page.***

**SECTION B: PROSE CRITICISM****(Total: 33 marks)****Write a critical appreciation of the passage below.**

- Your essay must **NOT** be shorter than 400 words.
- Focus on theme, characterisation and point of view.
- You may also comment on any other literary aspect or aspects of the passage that you consider to be worthy of discussion, such as, imagery, style, tone and setting.

I found myself in a cramped, untidy room full of rough wood and broken furniture. A log burning in the fireplace was the only source of light, by which I could make out a number of hunched figures sitting around the room. The old man led me to a chair beside the fire with a grudgingness that suggested it was the very one he had just vacated. Once I sat down, I found I could not easily turn my head to see my surroundings or the others in the room. But the warmth of the fire was very welcome, and for a moment I just stared into its flames, a pleasant grogginess drifting over me. Voices came from behind me, inquiring if I was well, if I had come far, if I was hungry, and I replied as best I could, though I was aware that my answers were barely adequate. Eventually, the questions ceased, and it occurred to me that my presence was creating a heavy awkwardness, but I was so grateful for the warmth and the chance to rest that I hardly cared.

Nonetheless, when the silence behind me had gone unbroken for several minutes, I resolved to address my hosts with a little more civility, and I turned in my chair. It was then, as I did so, that I was suddenly seized by an intense sense of recognition. I had chosen the cottage quite at random, but now I could see that it was none other than the very one in which I had spent my years in this village. My gaze moved immediately to the far corner—at this moment shrouded in darkness—to the spot that had been my corner, where once my mattress had been and where I had spent many tranquil hours browsing through books or conversing with whoever happened to drift in. On summer days, the windows, and often the door, were left open to allow a refreshing breeze to blow right through. Those were the days when the cottage was surrounded by open fields and there would come from outside the voices of my friends, lazing in the long grass, arguing over poetry or philosophy. These precious fragments of the past came back to me so powerfully that it was all I could do not to make straight for my old corner then and there.

Someone was speaking to me again, perhaps asking another question, but I hardly listened. Rising, I peered through the shadows into my corner, and could now make out a narrow bed, covered by an old curtain, occupying more or less the exact space where my mattress had been. The bed looked extremely inviting, and I found myself cutting into something the old man was saying.

“Look,” I said, “I know this is a bit blunt. But, you see, I’ve come such a long way today. I really need to lie down, close my eyes, even if it’s just for a few minutes. After that, I’m happy to talk all you like.”

I could see the figures around the room shifting uneasily. Then a new voice said, rather sullenly, “Go ahead then. Have a nap. Don’t mind us.”

But I was already picking my way through the clutter toward my corner. The bed felt damp, and the springs creaked under my weight, but no sooner had I curled up with my back to the room than my many hours of travelling began to catch up with me. As I was drifting off, I heard the old man saying, “It’s Fletcher, all right. God, he’s aged.”



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SUBJECT:	<b>English</b>
PAPER NUMBER:	III
DATE:	2 <sup>nd</sup> September 2024
TIME:	9:00 a.m. to 11:50 a.m.

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Answer **ALL** sections.

**SECTION A: LANGUAGE ESSAY****(Total: 33 marks)**

**Write an essay of NOT less than 500 words on ONE of the following topics:**

1. Write the story of when John pranked his mother, the proud owner of one of the latest smartphones but who is unable to use it beyond making and receiving phone calls.
2. You have worked hard and invested plenty of time preparing for a challenging examination, but when you first looked at the paper you could see no relationship between the questions and the material you had studied. Describe your feelings and emotions during that examination.
3. Why is it important to understand that mental health is more than the absence of mental disorders or illnesses?
4. According to an international survey, about half of the EU young adult population does not have a good enough understanding of basic financial concepts. How serious a problem is financial illiteracy and what may be done about it?
5. Travel is important for young people, particularly if one comes from a small island like Malta. Discuss.
6. If you fail to stand on your own feet, you potentially fail to become an adult.
7. The individual has the right to personally accept or reject any work of art but does not have the right to suppress those works of art or artists with whom one does not agree. Discuss.
8. Do you think society takes marginalised voices seriously?

**SECTION B: SUMMARY****(Total: 15 marks)****Write a summary of the following passage in between 150 and 200 words.****Teenagers' Career Aspirations and the Future of Work**

Across the world, the young people who leave education today are, on average, more highly qualified than any preceding generation in history. They often enter the working world with considerably more years of schooling than their parents or grandparents. This is an enormous achievement of which the global education community can be truly proud. And yet, in spite of completing an unprecedented number of years of formal education, young people continue to struggle in the job market, and governments continue to worry about the mismatch between what societies and economies demand and education systems supply. The coexistence of unemployed university graduates and employers who say they cannot find people with the skills they need shows that more education does not automatically mean better jobs and better lives. For many young people, academic success alone has proved an insufficient means of ensuring a smooth transition into good employment.

Education is the fundamental driving force for social progress. With the world of work changing so quickly, there is strong reason to believe that schools need to look afresh at how they can better prepare young people for their lives. The industrial age taught us how to educate second-class robots, people who learn in standardised settings and become good at repeating what we tell them. In this age of accelerations, we need to think harder about what makes us first class humans, how we complement, not substitute, the artificial intelligence we have created in our computers, and how we build a culture that facilitates learning, unlearning and re-learning throughout life.

The new generation of citizens requires not just strong academic skills, but also curiosity, imagination, empathy, entrepreneurship and resilience. They need confidence and determination to create their own employment and to manage their careers in new ways. Effective education systems will go beyond traditional teaching techniques. Not only will they provide learners with knowledge relevant to future employment, they will also develop the ability of learners to be personally effective in applying that knowledge in changing situations. Staying longer in education than ever before, today's young people must make more decisions about what, where and how hard they will study. These are investment decisions that are becoming increasingly difficult because technology is changing the working world itself so quickly. Good schools will respond by helping young people to become critical thinkers about the labour market and how it relates to their learning. Never before has effective career guidance been so important and never before has there been a greater onus on employers to step up and work with schools to help young people understand jobs and careers and so help teachers bring learning to life.

The spectre of the unemployed graduate speaks to a divide between the worlds of education and employment. The Organisation for Economic Co-operation and Development (OECD) a global policy forum that promotes policies to improve economic and social well-being for better lives, has been gathering data from 79 countries to understand the extent of the challenge, what the career expectations of teenagers are, how these expectations are formed, and how they are related to gender, geography and the future of work. As this multi-year project develops, data from so many countries will present schools and governments with important information. Assuredly, schooling is not simply about preparing for work, but young people should not go through education blind to the opportunities offered by the working world or to its potential pitfalls.

*(adapted from Organisation for Economic Co-operation and Development [OECD], 2020)*



**SECTION C: LINGUISTICS****(Total: 33 marks)**Choose **ONE** question from this section.1. Answer tasks a, b, c **AND** d.(a) Write **SIX** sentences to satisfy each of the following.

- i. Write a simple sentence.
- ii. Write a simple sentence that includes a noun followed by an adjectival phrase (post-modification).
- iii. Write a complex sentence that starts with a subordinate clause.
- iv. Write a complex sentence that includes two subordinate clauses.
- v. Write a compound sentence.
- vi. Write a Subject, Verb, Object (SVO) sentence.

(6)

(b) Use these terms to describe each of the **FIVE** nouns in the following list. More than one term may be applied to a noun.

Proper          Common          Concrete          Abstract          Collective

The first word, **(0) shop**, is given to you as an example.**(0) shop****Answer:          Common, Concrete****(0) shop**

- |              |                 |         |
|--------------|-----------------|---------|
| (1) flock    | (2) Shakespeare | (3) air |
| (4) Buddhism | (5) homework    |         |

(5)

(c) The words in the list below may be used both as an adjective and an adverb. Write **TWO** sentences for each of the **FIVE** words. In one sentence, use the word as an adjective, and in the other sentence use the word as an adverb. Write the word class of the word in brackets at the end of each sentence.The first one, **(0) best**, is given to you as an example.**(0) best**

**Answer:          He is the best singer in the choir. (adjective)**  
**Of all the members in the choir, he sings best. (adverb)**

**(0) best**

- |            |            |          |
|------------|------------|----------|
| (1) hard   | (2) little | (3) fast |
| (4) second | (5) close  |          |

(10)

***This question continues on the next page.***

(d) Briefly explain each of the **SIX** following terms. Support each explanation with a sentence as an example.

- i. Denotation.
- ii. Connotation.
- iii. Synonym.
- iv. Antonym.
- v. Hyponym.
- vi. Lexical Field.

(12)

**OR**

2. Use 'workforce' not 'manpower', 'senior citizens' not 'old people', 'developing nations' not 'third world countries', 'banned' not 'blacklisted'—and so on. Write an essay of about 400 words on political correctness. In the essay, you are expected to explain what political correctness is, give examples to support your explanation, and present some of the arguments in favour and against political correctness.

(33)

**OR**

3. The advertisement on page 5 is from the Oxford Sixth Form College brochure. In about 400 words, write a detailed commentary of the advertisement. You are expected to analyse its particular stylistic features in terms of:

- Visual Elements/Graphology
- Form and Structure
- Attitudes to the reader/audience
- Grammar
- Vocabulary
- Content

The text of the article is reproduced on page 6 for ease of reading.

(33)

# WELCOME TO OXFORD

STUDY IN THE BEAUTIFUL AND ANCIENT CITY - WHILE PREPARING FOR ENTRY TO TOP UK UNIVERSITIES.

Oxford Sixth Form College offers you the chance to study in a world-famous centre of learning. At our College in the centre of Oxford, you will gain fluency in English, learn a range of advanced study skills and earn the qualifications to enter a top UK university - whilst being inspired by the beauty and culture of this ancient city.

Oxford is home to one of the oldest universities in the world, and is known for its breath-taking and world renowned architecture. As a student here, you can enjoy Oxford's bookshops, galleries and museums at your leisure - and even hire a punt on the river that flows through the city.

The UK is also the perfect destination for international students: British qualifications have a global reputation for quality, and education here is a gateway to studying at world-leading universities such as Oxford, Cambridge and Imperial College in London. Students also improve their English here in an everyday setting - one of the most important skills for anyone aspiring to an international career.

We hope you enjoy this first look at Oxford Sixth Form College, and we encourage you to visit us and see the city. We are confident that you'll love your time with us - and we'll support you every step of the way.

### Quick Facts: About Oxford

-  Many of Oxford's 38 colleges were founded in medieval times.
-  Matthew Arnold called Oxford the "city of dreaming spires", due to the architecture of its world-famous University buildings.
-  Oxford University has educated 28 Nobel Prize winners, 27 Prime Ministers of the United Kingdom, and many notable writers, such as C.S. Lewis and J.R.R. Tolkien.

# WHY OXFORD SIXTH FORM COLLEGE?

OUR EXPERT TUITION AND PERSONAL ATTENTION WILL PREPARE INTERNATIONAL STUDENTS FOR UNIVERSITY ENTRANCE, WHILE THE SETTING OF OXFORD INSPIRES THEM TO SUCCEED.

Established for over 30 years, Oxford Sixth Form College is one of the UK's leading providers of pre-university education. Based in a row of handsome Victorian houses just a few yards from historic Oxford colleges such as Brasenose, Corpus Christi and All Souls, our location allows students to explore the city to their heart's content.

**EXPERT TEACHING**  
Over 50% of our staff have master's or PhD degrees, and our tailored teaching in small classes means that students get the attention they need to reach their potential. We also employ highly advanced study skills strategies to help students achieve the best results.

**TUTORIAL BASED APPROACH**  
Our students are taught in a similar format to Oxford University students: in small tutorial groups of up to 6 students, with weekly support from their senior tutor.

**SUPPORT FOR INTERNATIONAL STUDENTS**  
This may be the first time you have lived in another country. We aim to help you settle into life in England, and we give you support from the moment you make your application through to the day you leave for university.

**Please turn the page for the text of the article.**

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Oxford is home to one of the oldest universities in the world, and is known for its breath-taking and world renowned architecture. As a student here, you can enjoy Oxford's bookshops, galleries and museums at your leisure – and even hire a punt on the river that flows through the city.

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### **UNIVERSITY SUCCESS**

We provide expert advice to students seeking a place at leading UK universities thanks to regular Higher Education advice sessions. Our academic team ensures students progress to meet the entry requirements of the university of their choice. In 2018, 75% received offers from Russell Group universities such as Oxford, Imperial College, University College, London and Warwick.

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*(Source: oxfordsixthformcollege.com)*