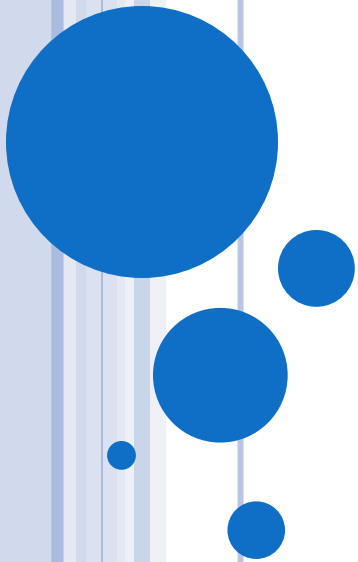
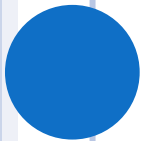


LITERATURE EXAM PAPERS AND STRUCTURES





THE WOMAN IN BLACK

STRUCTURE

- Intro (link the character to a concept – what is their role OR consider what Hill is saying about the theme you are exploring e.g. Violence.)
- P1= Beginning (opening)
- P2= Middle (complication)
- P3= End (Resolution)
- Conclusion

Concept/ Setting/ Character and ideas

Remember- You're being assessed for
AO1- 10% and 2- 10%



Foundation Jan 2011

Q) Do you think that *The Woman in Black* is a frightening novel?

- Write about:
- ☐ what makes you think it is a frightening novel, or not
- ☐ how Hill makes you feel by the way she writes. (30 marks)

OR

Q) How does Hill present Arthur Kipps in the novel?

- Write about:
- ☐ what Arthur Kipps says and does
- ☐ what happens to him
- ☐ the methods Hill uses to present Arthur Kipps. (30 marks)

Foundation June 2011

Q) How does Hill make Eel Marsh House seem threatening?

Write about:

- ☐ the description of the house
- ☐ the way the characters feel about the house
- ☐ the methods Hill uses to describe the house. *(30 marks)*

Or

Write about the woman in black in the novel.

You should write about:

- ☐ the actions of the woman in black
- ☐ the methods Hill uses to present her.

Foundation Jan 2012

Passage of the fog in 'A London Particular'

Q) How does Hill use the fog in Chapter 2 '*A London Particular*' to create tension and to show what is to come in the rest of the novel?

Write about:

- what the fog is like
- how the writer uses the fog to create tension
- the ways this tension is developed in the rest of the novel.

(30 marks)

OR

Q) How does Hill present Samuel Daily in *The Woman in Black*?

- Write about:
- what Samuel Daily says and does
- the methods the writer uses to present him.

(30 marks)

Foundation June 2012

Q) How does Hill present Mr Jerome in the novel *The Woman in Black*?

- Write about:
- what Mr Jerome says and does
- what happens to him
- the methods Hill uses to present Mr Jerome.

(30 marks)

Q) How do you respond to the ending of *The Woman in Black*?

- Write about:
- what happens at the end of the novel that makes you feel as you do
- the methods the writer has used to make you feel as you do.

(30 marks)

Higher Jan 2011

Q) How does Hill create a sense of isolation in the novel? *(30 marks)*

OR

Q) Hill writes that setting is 'so important' in a ghost story.

- How does Hill present the setting of Eel Marsh House and why do you think it is important? *(30 marks)*

Higher June 2011

Q) In Chapter 3, *The Journey North*, how does Hill's description of the train journey from

- London to Crythin Gifford prepare the reader for what is to come in the novel?

(30 marks)

OR

Q) How do you respond to Hill's presentation of the woman in black in the novel?

(30 marks)

Higher Jan 2012

Q) How does Hill present Arthur and his reaction to his first visit to Eel Marsh House in Chapter 5, *Across the Causeway*? (30 marks)

OR

Q) How does Hill leave the reader with a sense of horror at the end of the novel?

- (30 marks)

Higher 2012

- Q) How do you think Hill creates sympathy for the character of Arthur?
- (30 marks)

Q) How does Hill create a sense of terror for the reader towards the end of the chapter *In the Nursery*? (30 marks)

OF MICE AND MEN

CLOSE ANALYSIS

- ✖ How do you begin to deal with the passage?
- ✖ What should you be looking for?
- ✖ What skills need to be demonstrated?

Examine the following passages...

STRUCTURE

- ✗ Intro
- ✗ P1= Concept (*corruption, human frailty, relationships, fraternity, power...*) and context
- ✗ P2= Attitudes and context
- ✗ P3= Context and writer's intentions
- ✗ Conclusion

Remember- You're being assessed for
A01- 5%, 2- 5% and 4- 10%

PARAGRAPH

- ✗ Point on a key concept
- ✗ Small, embedded quotations from the passage
- ✗ Layers of analysis; structure, form, word class, choice, phonology...
- ✗ Interpretations from you, the reader, how it was received at the time
- ✗ Cross reference to evidence from other parts of the novel to consider character on the whole
- ✗ Context- America 1930s- American Dream
- ✗ Evaluate by considering significance of the character

The old man was reassured. He had drawn a derogatory statement from George. He felt safe now, and he spoke more confidently. 'Wait'll you see Curley's wife.' George cut the cards again and put out a solitaire lay, slowly and deliberately. 'Purty?' he asked casually.

'Yeah. Purty ... but --'

George studied his cards. 'But what?'

'Well - she got the eye.'

'Yeah? Married two weeks and got the eye? Maybe that's why Curley's pants is full of ants.'

'I seen her give Slim the eye. Slim's a jerkline skinner. Hell of a nice fella. Slim don't need to wear no high-heeled boots on a grain team. I seen her give Slim the eye. Curley never seen it. An' I seen her give Carlson the eye.'

George pretended a lack of interest. 'Looks like we was gonna have fun.'

The swamper stood up from his box. 'Know what I think?' George did not answer.

'Well, I think Curley's married ... a tart.'

'He ain't the first,' said George. 'There's plenty done that.'

The old man moved toward the door, and his ancient dog lifted his head and peered about, and then got painfully to his feet to follow. 'I gotta be settin' out the wash basins for the guys. The teams'll be in before long. You guys gonna buck barley?'

'Yeah.'

'You won't tell Curley nothing I said?'

'Hell no.'

'Well, you look her over, mister. You see if she ain't a tart.' He stepped out the door into the brilliant sunshine.

(a) What methods does Steinbeck use in this passage to present Candy?

and then Part (b)

(b) How do you think Steinbeck uses the character of Candy in the novel as a whole to convey important ideas about society at that time?

(30 marks)

On one side of the little room there was a square four-paned window, and on the other, a narrow plank door leading into the barn. Crooks' bunk was a long box filled with straw, on which his blankets were flung. On the wall by the window there were pegs on which hung broken harness in process of being mended; strips of new leather; and under the window itself a little bench for leather-working tools, curved knives and needles and balls of linen thread, and a small hand riveter. On pegs were also pieces of harness, a split collar with the horsehair stuffing sticking out, a broken hame, and a trace chain with its leather covering split. Crooks had his apple box over his bunk, and in it a range of medicine bottles, both for himself and for the horses. There were cans of saddle soap and a drippy can of tar with its paint brush sticking over the edge. And scattered about the floor were a number of personal possessions; for, being alone, Crooks could leave his things about, and being a stable buck and a cripple, he was more permanent than the other men, and he had accumulated more possessions than he could carry on his back.

Crooks possessed several pairs of shoes, a pair of rubber boots, a big alarm clock, and a single-barrelled shotgun. And he had books, too; a tattered dictionary and a mauled copy of the California civil code for 1905. There were battered magazines and a few dirty books on a special shelf over his bunk. A pair of large gold-rimmed spectacles hung from a nail on the wall above his bed.

This room was swept and fairly neat, for Crooks was a proud, aloof man. He kept his distance and demanded that other people kept theirs. His body was bent over to the left by his crooked spine, and his eyes lay deep in his head, and because of their depth seemed to glitter with intensity. His lean face was lined with deep black wrinkles, and he had thin, pain-tightened lips which were lighter than his face.

(a) How do the details in this passage add to your understanding of Crooks?

(b) How does Steinbeck use the character of Crooks in the novel as a whole to convey ideas about America in the 1930s?

(30 marks)

FOUNDATION JAN 2011

How does the writer use details in this passage to present Candy?

and then Part (b)

(b) How do other characters treat Candy in the novel and what does this show you about the society in which he lives?

In Part (b) write about:

- ☐ what the other characters say and do to Candy
- ☐ what society was like at this time.

FOUNDATION JUNE 2011

Part (a)

How does the writer use details in this passage to show the relationship between George and Lennie?

and then Part (b)

What do you learn from the novel about the lives of ranch workers at this time and how are George and Lennie different?

In part (b) you should write about:

- ✗ ☐ what the lives of the ranch workers were like at this time
- ✗ ☐ the ways the lives of George and Lennie are different to the other ranch workers.

FOUNDATION JAN 2012

- ✗ Part (a) What do you learn about Curley's wife from the details in the passage?

and then Part (b)

- ✗ How do other characters treat Curley's wife in the novel? What does this tell you about attitudes towards women in the society in which she lives?

In **part (b)** write about:

- ✗ what the other characters say and do to Curley's wife
- ✗ the methods Steinbeck uses to show attitudes towards women.
- ✗ (30 marks)

FOUNDATION JUN 2012

Part (a)

- ✗ In this passage, what methods does Steinbeck use to present Slim? Refer closely to the passage in your answer.

and then Part (b)

- ✗ In the novel how does Steinbeck show what life was like for men in the society in which the novel is set?
- ✗ In **Part (b)** you should write about:
 - ✗ what the men say and do
 - ✗ details of what the male characters' lives are like
 - ✗ the methods Steinbeck uses to present what life was like for men.
- ✗ (30 marks)

HIGHER JAN 2011

Part (a)

- ✗ (a) What methods does Steinbeck use in this passage to present Candy?

And then Part (b)

- ✗ (b) How do you think Steinbeck uses the character of Candy in the novel as a whole to convey important ideas about society at that time? (30 *marks*)

HIGHER JUNE 2011

Part (a)

- ✗ (a) How do the details in this passage add to your understanding of George and his relationship with Lennie?

and then Part (b)

- ✗ (b) How does Steinbeck use their relationship in the novel as a whole to convey ideas about America in the 1930s? (30 marks)

HIGHER JAN 2012

Part (a)

- ✗ How does Steinbeck use details in this passage to present the bunkhouse and its inhabitants?

and then Part (b)

- ✗ In the rest of the novel, how does Steinbeck present the lives of ranch workers at that time?
(30 marks)

HIGHER JUNE 2012

Part (a)

- ✗ In this passage, what methods does Steinbeck use to present Curley's wife and the attitudes of others to her? Refer closely to the passage in your answer.

and then Part (b)

- ✗ How does Steinbeck present attitudes to women in the society in which the novel is set? **(30 marks)**

POETRY-ANTHOLOGY

- Intro- (*expand on question- explore what is meant by the theme named or the emotion. Define types of relationships and define the 2 poems you will explore*)
- P1- Feelings
- P2- Attitudes
- P3- Themes
- Conclusion- (*writer's intentions summarised, which is more effective, why the form of poetry is effective...*)
- Same structure to be used for Unseen- FAT- no time for intro and conclusion and F and A paragraphs can be combined.



	Foundation	Higher
Jan 2011		
June 2011	Relationships in Brothers Or Show how people can be hurt or damaged in Farmer's Bride	Language to present feelings in Manhunt Or Emotions in Nettles
Jan 2012	Romantic love in Sonnet 43 Or Family relationships in Nettles	Use structure to develop ideas in Sonnet 43 Or speaker's attitudes towards another person in Harmonium
June 2012	Close relationship in Ghazal Or How feelings for a woman are shown in Coy Mistress	Strong feelings in Quickdraw Or Language used to present relationships in Praise Song