

Year 6  
(Entry into Year 7)  
15 Hour Revision Booklet  
English



NORD  
ANGLIA  
EDUCATION

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# Introduction

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**T**he following revision booklet is divided into five three-hour sections, in which you are expected to complete a comprehension task, followed by a ‘Use of English’ task, such as spelling or syntax, and a composition task. You should aim to incorporate what you have learnt in the ‘Use of English’ sections into your compositions.

In order to make the best use of your revision time, you are encouraged to choose a range of different tasks as you progress through the booklet.

**You are required to complete at least two questions marked with an asterisk (\*) while working through the booklet as a whole.**

# Comprehension and Composition 1

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## Comprehension Task – 1 Hour

Read the extract from *The Odd Women* below, and answer the questions that follow.

Just before Christmas of 1887, a lady past her twenties, and with a look of discouraged weariness on her thin face, knocked at a house-door in a little street by Lavender Hill. A card in the window gave notice that a bedroom was here to let. When the door opened, and a clean, grave, elderly woman presented herself, the visitor, regarding her anxiously, made known that she was in search of a lodging.

'It may be for a few weeks only, or it may be for a longer period,' she said in a low, tired voice, with an accent of good breeding. 'I have a difficulty in finding precisely what I want. One room would be sufficient, and I ask for very little attendance.'

She had but one room to let, replied the other. It might be inspected.

They went upstairs. The room was at the back of the house, small, but neatly furnished. Its appearance seemed to gratify the visitor, for she smiled timidly.

'What rent should you ask?'

'That would depend, mum, on what attendance was required.'

'Yes—of course. I think—will you permit me to sit down? I am really very tired. Thank you. I require very little attendance indeed. My ways are very simple. I should make the bed myself, and—and, do the other little things that are necessary from day to day. Perhaps I might ask you to sweep the room out—once a week or so.'

The landlady grew meditative. Possibly she had had experience of lodgers who were anxious to give as little trouble as possible. She glanced **furtively** at the stranger.

'And what,' was her question at length, 'would you be thinking of paying?'

'Perhaps I had better explain my position. For several years I have been companion to a lady in Hampshire. Her death has thrown me on my own resources—I hope only for a short time. I have come to London because a younger sister of mine is employed here in a house of business; she recommended me to seek for lodgings in this part; I might as well be near her whilst I am endeavouring to find another post; perhaps I may be fortunate enough to find one in London. Quietness and economy are necessary to me. A house like yours would suit me very well—very well indeed. Could we not agree upon terms within my—within my power?'

Again the landlady pondered.

'Would you be willing to pay five and sixpence?'

'Yes, I would pay five and sixpence—if you are quite sure that you could let me live in my own way with satisfaction to yourself. I—in fact, I am a vegetarian, and as the meals I take are so very simple, I feel that I might just as well prepare them myself. Would you object to my doing so in this room? A kettle and a saucepan are really all—absolutely all—that I should need to use. As I shall be much at home, it will be of course necessary for me to have a fire.'

In the course of half an hour an agreement had been devised which seemed fairly satisfactory to both parties.

'I'm not one of the graspin' ones,' remarked the landlady. 'I think I may say that of myself. If I make five or six shillings a week out of my spare room, I don't grumble. But the party as takes it must do their duty on *their* side. You haven't told me your name yet, mum.'

'Miss Madden. My luggage is at the railway station; it shall be brought here this evening. And, as I am quite unknown to you, I shall be glad to pay my rent in advance.'

'Well, I don't ask for that; but it's just as you like.'

'Then I will pay you five and sixpence at once. Be so kind as to let me have a receipt.'

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Using evidence from the text describe the lady, Miss Madden's manner and appearance.	4
2. What does the landlady mean by 'attendance' and why does Miss Madden say she would 'require very little attendance'?	3
3. In your own words explain why Miss Madden has had to travel to London to seek accommodation?	4
4. Does Miss Madden ask the landlady if she could cook for her? Explain your answer.	3
5. Why does the landlady say that she is 'not one of the graspin' ones,' but the party as takes it must do their duty on <i>their</i> side.' Explain your answer.	3
6. Define the adverb in bold 'furtively'. Why is the landlady furtive? Look at the word in context if you are unsure.	1
7. Does Miss Madden appear positive about her move to London? Why? Why not?	2
8. Try to predict what will happen next in the story based on the evidence in this text.	5

**Total 25 marks**

Write your answers in the space below:

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# Use of English

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## Writing appropriately– 1 hour

### Essay Writing

In essay writing for English literature it is important that your essays follow a logical structure. An essay is your opportunity to write down your opinions in a precise and eloquent manner. In English literature essays there is no right or wrong answer as long as you have supported your assertions with evidence from the text.

1. **The introduction** is your opportunity to present your topic and briefly outline what you propose to discuss.
2. The **main body** of your essay should be broken into paragraphs. In literature essays the main body is where you will deal with Point, Quote, and Analysis.

- *Point*: This highlights your argument or names the device or technique that the writer is utilizing.

- *Quote*: This is where you write your evidence which should be lifted from the text. Remember that you can use any quote so long as you feel that it justifies your point and will further your discussion.

- *Analysis*: Here you analyse the quote in detail and link it back to the main argument to reinforce your point.

3. **The conclusion** – Do not simply repeat what you have said in the main body of your essay in your conclusion. Instead, a conclusion should tie up loose ends and give the reader something more to think about.

Read the following essay topic which is linked to the passage you have just read.

In 'The Odd Women' Gissing explores the plight of the impoverished classes. Discuss with reference to the passage.

Below is a template for a detailed essay plan for the above question. Include all the relevant detail which you would need in order to write a complete essay. Refer to the essay writing tips on the previous page if you need help.

## Introduction

Yes or no? Do you agree that in the passage 'Gissing explores the plight of the impoverished classes?'

To what extent?

## Point 1

## Evidence

## Analysis

**Point 2**

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**Evidence**

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**Analysis**

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**Point 3**

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**Evidence**

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**Analysis**

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**Point 4**

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**Evidence**

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**Analysis**



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**Conclusion**

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Now that you have planned your essay try writing the introduction and opening paragraphs as you would in an exam situation. Give yourself thirty minutes and see how far you get.

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## Composition Task – 1 Hour

Here you are given a choice of composition tasks which could include: descriptive questions or narrative questions.

**Please remember that you are required to complete at least two questions marked with an asterisk (\*) while working through the booklet as a whole.**

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

<u>Questions</u>	<u>Marks</u>
<b>EITHER:</b> 1. What do Miss Madden and the landlady think of one another? Use evidence from the text to support your answer.* Remember to consult the 'Use of English', Writing Appropriately section on essay writing to remind yourself of correct essay structures.	25
<b>OR:</b> 2. Describe Miss Madden's life in Hampshire when she was a lady's companion.	25
<b>OR:</b> 3. Write a story with the title 'The landlady'.	25

**Total 25 marks**

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# Comprehension and Composition 2

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## Comprehension Task – 1 Hour

Read the extract from *Emma* below, and answer the questions that follow.

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father; and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.

Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between *them* it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

The real evils, indeed, of Emma's situation were the power of having rather too much her own way, and a disposition to think a little too well of herself; these were the disadvantages which threatened alloy to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

Sorrow came—a gentle sorrow—but not at all in the shape of any disagreeable consciousness.—Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding-day of this beloved friend that Emma first sat in mournful thought of any continuance. The wedding over, and the bride-people gone, her father and herself were left to dine together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as usual, and she had then only to sit and think of what she had lost.

The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her through the various illnesses of childhood. A large debt of gratitude was

owing here; but the intercourse of the last seven years, the equal footing and perfect unreserve which had soon followed Isabella's marriage, on their being left to each other, was yet a dearer, tenderer recollection. She had been a friend and companion such as few possessed: intelligent, well-informed, useful, gentle, knowing all the ways of the family, interested in all its concerns, and peculiarly interested in herself, in every pleasure, every scheme of hers—one to whom she could speak every thought as it arose, and who had such an affection for her as could never find fault.

How was she to bear the change?—It was true that her friend was going only half a mile from them; but Emma was aware that great must be the difference between a Mrs. Weston, only half a mile from them, and a Miss Taylor in the house; and with all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She dearly loved her father, but he was no companion for her. He could not meet her in conversation, rational or playful.

The evil of the actual disparity in their ages (and Mr. Woodhouse had not married early) was much increased by his constitution and habits; for having been a valetudinarian all his life, without activity of mind or body, he was a much older man in ways than in years; and though everywhere beloved for the friendliness of his heart and his amiable temper, his talents could not have recommended him at any time.

Her sister, though comparatively but little removed by matrimony, being settled in London, only sixteen miles off, was much beyond her daily reach; and many a long October and November evening must be struggled through at Hartfield, before Christmas brought the next visit from Isabella and her husband, and their little children, to fill the house, and give her pleasant society again.

Highbury, the large and populous village, almost amounting to a town, to which Hartfield, in spite of its separate lawn, and shrubberies, and name, did really belong, afforded her no equals. The Woodhouses were first in consequence there. All looked up to them. She had many acquaintance in the place, for her father was universally civil, but not one among them who could be accepted in lieu of Miss Taylor for even half a day. It was a melancholy change; and Emma could not but sigh over it, and wish for impossible things, till her father awoke, and made it necessary to be cheerful.

Emma, Jane Austen



Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. How old is Emma?	1
2. Using evidence from the text describe Emma's family life. Why is she 'mistress' of the house?	4
3. Who is Miss Taylor and why did Emma experience 'sorrow'?	3
4. Describe the positive and negative aspects of Emma's character	4
5. Why is Emma's father 'no companion for her'? Explain your answer.	3
6. How do the people of Highbury feel about the Woodhouses (Emma, Mr Woodhouse etc.)	3
7. Imagine you are Emma. Write a letter to Miss Taylor expressing your feelings about her departure.	7

**Total 25 marks**

Write your answers in the space below:

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# Use of English

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## Writing appropriately 2– 1 hour

### **Narrative Writing**

Narrative Writing is story writing. A good story needs to contain the following ingredients if it is going to be interesting and entertaining.

#### **1. A narrator or voice**

Some stories are written in first person 'I', others are written in third person 'he or she'. Sometimes there might be an omniscient narrator (an all knowing observer) who can reveal to the reader what certain characters are thinking. Before starting a story you must decide on who the narrator is.

#### **2. Plot**

Plot is an essential part of a story. The plot is a list of events and occurrences that have been put together in a particular order. This order doesn't have to be chronological (events occurring one after another as in real life) but it does need to have coherence. You can add flashbacks to a plot to make it more dramatic or increase the tension by building to a climax or cliff-hanger. The most important thing is that you have the skeleton of a plot before you begin a story, otherwise the narrative may end up getting a little confused.

#### **3. Setting**

The setting is important for creating atmosphere in a story. While you shouldn't become totally preoccupied with the location and forget to tell the story it is important that you have a clear idea of where the action is taking place, and add information about the surroundings throughout your story.

#### **4. Characters**

Don't include too many characters in your story as this can become confusing, limit yourself to a maximum of three. It is important that each of your characters has a distinctive personality and appearance, so think carefully and outline your characters in the planning stage.

#### **5. Literary Devices**

Try to include literary devices in your work such as: similes, metaphors, onomatopoeia and alliteration. However, don't overuse them or use phrases that are clichéd. Remember to vary your sentence openers ie: do not begin every sentence with a pronoun such as 'he'. Also, vary your sentences, include a mixture of long and short sentences to build tension in your writing.

Look at the following story titles and select one that you feel you could write about.

- The Mirror
- The Secret Forest
- The Underground
- The Hidden Island
- Kidnapped
- Three Balloons
- The Ship
- The Sleepwalkers
- The Twins
- The Silent Mountain
- Grandmother's watch
- The Diamond Mine
- A Tall Tale
- The Elephant's Promise

Fill in the table below with a detailed plan for your chosen story.

Title of the story

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**Narrator/Voice**

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**Plot**

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## Setting

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## Characters

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Now that you have planned your essay try writing the introduction and opening paragraphs as you would in an exam situation. Give yourself thirty minutes and see how far you get.

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## Composition Task – 1 Hour

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**Please remember that you are required to complete at least two questions marked with an asterisk (\*) while working through the booklet as a whole.**

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

<u>Questions</u>	<u>Marks</u>
<b>EITHER:</b> 1. Does Austen approve of Emma? Use quotes from the text to support your answer.*	25
<b>OR:</b> 2. Describe in detail a family that you know well. Focus on the positive as well as negative aspects of their family life.	25
<b>OR:</b> 3. Write a story with the title 'The Wedding'.	25
<b>Total 25 marks</b>	

Write your answer on the lines below:

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# Comprehension and Composition 3

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## Comprehension Task – 1 Hour

Read the extract from *Frankenstein* below, and answer the questions that follow.

**St. Petersburg, Dec. 11th, 17—**

**TO Mrs. Saville, England**

You will rejoice to hear that no disaster has accompanied the commencement of an **enterprise** which you have regarded with such evil **forebodings**. I arrived here yesterday, and my first task is to assure my dear sister of my welfare and increasing confidence in the success of my undertaking.

I am already far north of London, and as I walk in the streets of Petersburg, I feel a cold northern breeze play upon my cheeks, which braces my nerves and fills me with delight. Do you understand this feeling? This breeze, which has travelled from the regions towards which I am advancing, gives me a foretaste of those icy climes. Inspired by this wind of promise, my daydreams become more **fervent** and vivid. I try in vain to be persuaded that the pole is the seat of frost and **desolation**; it ever presents itself to my imagination as the region of beauty and delight. There, Margaret, the sun is forever visible, its broad disk just skirting the horizon and diffusing a **perpetual** splendour. There—for with your leave, my sister, I will put some trust in preceding navigators—there snow and frost are banished; and, sailing over a calm sea, we may be wafted to a land surpassing in wonders and in beauty every region hitherto discovered on the habitable globe. Its productions and features may be without example, as the phenomena of the heavenly bodies undoubtedly are in those undiscovered solitudes. What may not be expected in a country of eternal light? I may there discover the wondrous power which attracts the needle and may regulate a thousand celestial observations that require only this voyage to render their seeming eccentricities consistent forever. I shall satiate my ardent curiosity with the sight of a part of the world never before visited, and may tread a land never before imprinted by the foot of man. These are my enticements, and they are sufficient to conquer all fear of danger or death and to induce me to commence this laborious voyage with the joy a child feels when he embarks in a little boat, with his holiday mates, on an expedition of discovery up his native river. But supposing all these conjectures to be false, you cannot contest the inestimable benefit which I shall confer on all mankind, to the last generation, by discovering a passage near the pole to those countries, to reach which at present so many months are requisite; or by ascertaining the secret of the magnet, which, if at all possible, can only be effected by an undertaking such as mine.

These reflections have dispelled the agitation with which I began my letter, and I feel my heart glow with an enthusiasm which elevates me to heaven, for nothing contributes so much to tranquillize the mind as a steady purpose—a point on which the soul may fix its

intellectual eye. This expedition has been the favourite dream of my early years. I have read with ardour the accounts of the various voyages which have been made in the prospect of arriving at the North Pacific Ocean through the seas which surround the pole. You may remember that a history of all the voyages made for purposes of discovery composed the whole of our good Uncle Thomas' library. My education was neglected, yet I was passionately fond of reading. These volumes were my study day and night, and my familiarity with them increased that regret which I had felt, as a child, on learning that my father's dying **injunction** had forbidden my uncle to allow me to embark in a seafaring life.

These visions faded when I perused, for the first time, those poets whose effusions entranced my soul and lifted it to heaven. I also became a poet and for one year lived in a paradise of my own creation; I imagined that I also might obtain a niche in the temple where the names of Homer and Shakespeare are consecrated. You are well acquainted with my failure and how heavily I bore the disappointment. But just at that time I inherited the fortune of my cousin, and my thoughts were turned into the channel of their earlier bent.

Six years have passed since I resolved on my present undertaking. I can, even now, remember the hour from which I dedicated myself to this great enterprise. I commenced by inuring my body to hardship. I accompanied the whale-fishers on several expeditions to the North Sea; I voluntarily endured cold, **famine**, thirst, and want of sleep; I often worked harder than the common sailors during the day and devoted my nights to the study of mathematics, the theory of medicine, and those branches of physical science from which a naval adventurer might derive the greatest practical advantage. Twice I actually hired myself as an under-mate in a Greenland whaler, and acquitted myself to admiration. I must own I felt a little proud when my captain offered me the second dignity in the vessel and entreated me to remain with the greatest earnestness, so valuable did he consider my services. And now, dear Margaret, do I not deserve to accomplish some great purpose? My life might have been passed in ease and luxury, but I preferred glory to every enticement that wealth placed in my path. Oh, that some encouraging voice would answer in the affirmative! My courage and my resolution is firm; but my hopes fluctuate, and my spirits are often depressed. I am about to proceed on a long and difficult voyage, the emergencies of which will demand all my fortitude: I am required not only to raise the spirits of others, but sometimes to sustain my own, when theirs are failing.

This is the most favourable period for travelling in Russia. They fly quickly over the snow in their sledges; the motion is pleasant, and, in my opinion, far more agreeable than that of an English stagecoach. The cold is not excessive, if you are wrapped in furs—a dress which I have already adopted, for there is a great difference between walking the deck and remaining seated motionless for hours, when no exercise prevents the blood from actually freezing in your veins. I have no ambition to lose my life on the post-road between St. Petersburg and Archangel. I shall depart for the latter town in a **fortnight** or three weeks; and my intention is to hire a ship there, which can easily be done by paying the insurance for the owner, and to engage as many sailors as I think necessary among those who are accustomed to the whale-fishing. I do not intend to sail until the month of June; and when shall I return? Ah, dear

sister, how can I answer this question? If I succeed, many, many months, perhaps years, will pass before you and I may meet. If I fail, you will see me again soon, or never. Farewell, my dear, excellent Margaret. Heaven shower down blessings on you, and save me, that I may again and again testify my gratitude for all your love and kindness.

Your affectionate brother,

R. Walton

Frankenstein, Mary Wollstonecraft Shelley

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Who is the letter addressed to? What is her relationship to the author of the letter?	2
2. Read the first paragraph carefully then paraphrase it in your own words.	4
3. Using evidence from the text comment on the range of emotions which R. Walton has experienced on his travels.	4
4. What types of work has Walton undertaken in the six years since leaving home?	3
5. Describe the climate in Russia. Use evidence from the text to support your answer.	3
6. What are Walton's plans for the future? Will he be returning home?	3
7. Imagine you are Mrs Saville. Write a letter to Mr Walton expressing your feelings about his long absence and the content of his epistle.	6

**Total 25 marks**

Write your answers in the space below:

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# Use of English

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## Vocabulary– 1 hour

A wide range vocabulary will help you to make your writing more interesting. The following tasks seek to introduce new words into your vocabulary so that when you come across them again you will know their meaning and be able to use them in your own writing.

Here is a list of words taken from the Frankenstein extract. Go back and read each word in context to guess at their meaning if you are unsure. You may then use a dictionary to find the definition of each word. The words are identified as nouns (n), adjectives (adj) or verbs (v).

### **Enterprise (n)**

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### **Forebodings (n)**

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### **Fervent (adj)**

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### **Desolation (n)**

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**Perpetual (adj)**

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**Injunction (n)**

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**Famine (n)**

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**Fortnight (n)**

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Now that you have found the definitions try incorporating these eight words into eight sentences.

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Choose five more words that you don't know from the text. Look them up in a dictionary. Write a short story about discovering something new e.g. a new city, a new country etc. Try to incorporate these five new words into your story.

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## Composition Task – 1 Hour

Here you are given a choice of composition tasks which could include: descriptive questions or narrative questions.

**Please remember that you are required to complete at least two questions marked with an asterisk (\*) while working through the booklet as a whole.**

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

	<u>Questions</u>	<u>Marks</u>
<b>EITHER:</b>	1. Discuss the importance of the letter in relation to what it reveals about character and motivation. Use evidence from the passage to support your answer*	25
	<b>OR:</b> 2. Describe a journey that you have taken or a journey taken by a famous explorer.	25
	<b>OR:</b> 3. What happens next? Continue the story in prose in whichever way you think best.	25

**Total 25 marks**

Write your answer on the lines below:

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# Comprehension and Composition 4

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## Comprehension Task – 1 Hour

Read the extract from *Dr Jekyll and Mr Hyde* below, and answer the questions that follow.

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 upstairs 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 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. 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 some times 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.

It was two o'clock when she came to herself and called for the police. The murderer was gone long ago; but there lay his victim in the middle of the lane, incredibly mangled. The stick with which the deed had been done, although it was of some rare and very tough and heavy wood, had broken in the middle under the stress of this insensate cruelty; and one splintered half had rolled in the neighbouring gutter—the other, without doubt, had been carried away by the murderer. A purse and gold watch were found upon the victim: but no cards or papers, except a sealed and stamped envelope, which he had been probably carrying to the post, and which bore the name and address of Mr. Utterson.

This was brought to the lawyer the next morning, before he was out of bed; and he had no sooner seen it and been told the circumstances, than he shot out a solemn lip. "I shall say nothing till I have seen the body," said he; "this may be very serious. Have the kindness to wait while I dress." And with the same grave countenance he hurried through his breakfast and drove to the police station, whither the body had been carried. As soon as he came into the cell, he nodded.

"Yes," said he, "I recognise him. I am sorry to say that this is Sir Danvers Carew."

"Good God, sir," exclaimed the officer, "is it possible?" And the next moment his eye lighted up with professional ambition. "This will make a deal of noise," he said. "And perhaps you can help us to the man." And he briefly narrated what the maid had seen, and showed the broken stick.

Mr. Utterson had already quailed at the name of Hyde; but when the stick was laid before him, he could doubt no longer; broken and battered as it was, he recognized it for one that he had himself presented many years before to Henry Jekyll.

"Is this Mr. Hyde a person of small stature?" he inquired.

"Particularly small and particularly wicked-looking, is what the maid calls him," said the officer.

Dr Jeekyll and Mr Hyde, Robert Louis Stevenson

Read the passage above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Where is the story set?	1
2. Who witnesses the crime?	1
3. Using evidence from the text describe the aged gentleman, Danvers Carew.	4
4. Using evidence from the text describe Mr Hyde.	4
5. Is there a supernatural element to this story? What is the genre of the story?	3
6. Compile a list of evidence against Mr Hyde. Can the police prove that he committed this murder?	4
7. Imagine you are a newspaper reporter living at the time of the incident. Write a newspaper article about the murder of Danvers Carew.	8

**Total 25 marks**

Write your answers in the space below:

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# Use of English

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## Punctuation Review– 1 hour

**Commas** are needed to separate ideas or elements in a sentence. E.g. I will buy flowers, chocolates and crisps.

**Colons** are used before lists, quotations or explanations.

E.g., 1. You will need the following items: socks, boots and waterproof matches.

Mr Hyde is an evil man: 'particularly wicked-looking'.

There is only one way to win: hard work!

**Semicolons** are used to connect two closely related independent clauses and in lists when commas alone would be confusing.

E.g., 1. I will take my umbrella; it will definitely rain today.

2. There are some fruits I really like to eat: big, juicy apples; huge, green bunches of grapes; thick slices of tasty, yellow melon.

**Dashes** are used to show sudden changes of thought in a sentence. E.g. There is a disease affecting many people around the world – apathy.

**Brackets** allow you to insert extra information into a sentence. E.g. The man next door (number 28) owns a blue car.

**Apostrophes** are used to show possession of something, e.g. The girl's bike. They are also used in contractions, e.g. I don't care.

**Speech marks** are used to show someone's precise words, written or spoken. E.g. 'Hello there!' she shouted. They are also used when we mention the titles of books, poems and plays, e.g. 'Dr Jekyll and Mr Hyde'.

**Hyphens** are used to link words such as compound words together, e.g. Mother-in-law. Or to make new, exciting word combinations, e.g. The red-mole on the trout.

Read the following passage from adding paragraph breaks, commas, colons, semi-colons, dashes and brackets. Don't forget to include full stops and capital letters too.

at last he came to a bank of beautiful shrubs white beam with its great silver backed leaves and mountain ash and oak and below them cliff and crag cliff and crag with great beds of crown ferns and wood sedge while through the shrubs he could see the stream sparkling and hear it murmur on the white pebbles he did not know that it was three hundred feet below you would have been giddy perhaps at looking down but tom was not he was a brave little chimney sweep and when he found himself on the top of a high cliff instead of sitting down and crying for his baba though he never had had any baba to cry for he said ah this will just suit me though he was very tired and down he went by stock and stone sedge and ledge bush and rush as if he had been born a jolly little black ape with four hands instead of two

Check your punctuation by looking at the next page and comparing it with your own work.

At last he came to a bank of beautiful shrubs; white-beam with its great silver-backed leaves, and mountain-ash, and oak; and below them cliff and crag, cliff and crag, with great beds of crown-ferns and wood-sedge; while through the shrubs he could see the stream sparkling, and hear it murmur on the white pebbles. He did not know that it was three hundred feet below.

You would have been giddy, perhaps, at looking down: but Tom was not. He was a brave little chimney-sweep; and when he found himself on the top of a high cliff, instead of sitting down and crying for his baba (though he never had had any baba to cry for), he said, “Ah, this will just suit me!” though he was very tired; and down he went, by stock and stone, sedge and ledge, bush and rush, as if he had been born a jolly little black ape, with four hands instead of two.





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## Composition Task – 1 Hour

Here you are given a choice of composition tasks which could include: descriptive questions or narrative questions.

**Please remember that you are required to complete at least two questions marked with an asterisk (\*) while working through the booklet as a whole.**

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

	<u>Questions</u>	<u>Marks</u>
<b>EITHER:</b>	1. Mr Hyde is an unredeemable villain and the embodiment of pure evil. To what extent do you agree with this statement? Use quotes from the text to support your answer.*	25
<b>OR:</b>	2. Describe a shocking or surprising event which you witnessed or which you heard or read about.	25
<b>OR:</b>	3. Write a story with the title 'One fateful night'. Think carefully about the genre of your story.	25

**Total 25 marks**

Write your answer on the lines below:

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# Comprehension and Composition 5

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## Comprehension Task – 1 Hour

Read this poem, *The Chimney Sweeper* below, and answer the questions that follow.

When my mother died I was very young,  
And my father sold me while yet my tongue  
Could scarcely cry ‘Weep! weep! weep! weep!’  
So your chimneys I sweep, and in soot I sleep.

There’s little Tom Dacre, who cried when his head,  
That curled like a lamb’s back, was shaved; so I said,  
‘Hush, Tom! never mind it, for, when your head’s bare,  
You know that the soot cannot spoil your white hair.’

And so he was quiet, and that very night,  
As Tom was a-sleeping, he had such a sight!—  
That thousands of sweepers, Dick, Joe, Ned, and Jack,  
Were all of them locked up in coffins of black.

And by came an angel, who had a bright key,  
And he opened the coffins, and set them all free;  
Then down a green plain, leaping, laughing, they run  
And wash in a river, and shine in the sun.

Then naked and white, all their bags left behind,  
They rise upon clouds, and sport in the wind:  
And the angel told Tom, if he’d be a good boy,  
He’d have God for his father, and never want joy.

And so Tom awoke, and we rose in the dark,  
And got with our bags and our brushes to work.  
Though the morning was cold, Tom was happy and warm:  
So, if all do their duty, they need not fear harm.

The Chimney Sweeper, William Blake

Read the poem above carefully and then answer the following questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. William Blake included this poem in a collection called 'Songs of Innocence' give reasons as to why this poem might have been included.	3
2. What is the effect of the rhyme scheme and rhythm of the poem?	4
3. What does the metaphor 'coffins in black' represent?	2
4. In your own words, describe what happens in Tom's dream.	3
5. Is there a moral message behind the poem? Explain what that message might be.	3
6. Explain your interpretation of the final line 'if all do their duty, they need not feel harm.' What is Blake's meaning here?	3
7. Write an informative leaflet about the life of a chimney sweep in Victorian Britain. Aim to persuade your audience that children should not be subjected to such treatment.	7

**Total 25 marks**

Write your answers in the space below:

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# Use of English

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## Poetry Analysis– 1 hour

Analysing a poem that you have never seen before can seem like a daunting task. Here are a few tactics to employ when reading a poem for the first time.

1. **Read the poem** a few times to understand both its literal and metaphorical meanings.
2. **The speaker** – Who is the speaker of the poem? Is the poem written in first or third person? What is their motivation? What are they trying to tell us?
3. **Setting** – Where is the poem located? Is the location important? Does it create an atmosphere?
4. **Form** – What is the form of the poem? Is it a sonnet, a ballad or free-verse? How many lines are there in each stanza? Is there a set rhyme scheme and rhythm?
5. **Poetic devices** - Can you spot any of the following poetic devices in the poem?
  - Similes, metaphors, alliteration, enjambment, assonance, repetition, onomatopoeia, oxymorons, personification, pathetic fallacy, anthropomorphism.
6. **Subject** – What statement is the poet making? Is the poet successful or not?
7. **Themes** – What are the major themes of the poem? Is it about love, anger, jealousy, pity, wonder or admiration?
8. **Imagery** – Select some striking images in the poem and comment on them. Why are they significant? How do they contribute to the effectiveness of the poem as a whole?
9. **Meaning** – What meaning/meanings do you detect in the poem? Are they obvious or subtle?

Read the following poem twice and annotate.

### **A Birthday**

My heart is like a singing bird  
Whose nest is in a water'd shoot;  
My heart is like an apple-tree  
Whose boughs are bent with thick-set fruit;  
My heart is like a rainbow shell  
That paddles in a halcyon sea;  
My heart is gladder than all these,  
Because my love is come to me.

Raise me a dais of silk and down;  
Hang it with vair and purple dyes;  
Carve it in doves and pomegranates,  
And peacocks with a hundred eyes;  
Work it in gold and silver grapes,  
In leaves and silver fleurs-de-lys;  
Because the birthday of my life  
Is come, my love is come to me.

Christina Rossetti

Answer the following questions about the poem. Refer back to the tips on poetry analysis on the previous page if you are unsure.

1. Who is the speaker?

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2. What is the setting?

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3. What is the form?

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4. Can you spot any poetic devices? Write the name of the device and a quote.

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5. What is the subject?

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6. What are the themes?

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7. Are there any images which you find interesting? Why?

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8. What is the meaning of the poem?

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How does the poet convey her happiness in the poem? Discuss with reference to the text.

Write an essay on the lines below remembering to mention the features that you have mentioned in the table above.

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**Please remember that you are required to complete at least two questions marked with an asterisk (\*) while working through the booklet as a whole.**

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation. Remember to spend at least five minutes planning your answer to this question before you begin writing.

Please answer one of the following questions:

<u>Questions</u>	<u>Marks</u>
<b>EITHER:</b> 1. Is Blake condoning child labour in his poem 'The Chimney Sweeper?'. Discuss with reference to the poem. Remember to refer back to the 'Use of English' section on 'Poetry Analyses' to help you with this essay*	25
<b>OR:</b> 2. Describe an activity that you really enjoy, this could be a favourite sport of hobby. Where do you go to do this activity? What is the sensory experience that you associate with this activity?	25
<b>OR:</b> 3. Write a story about a chimney sweep. You can take ideas from the poem 'The chimney sweep' but remember to use you own words.	25

**Total 25 marks**

Write your answer on the lines below:

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