

General Certificate of Education
June 2008
Advanced Level Examination



ENGLISH LITERATURE (SPECIFICATION A)
Unit 4 Texts in Time

LTA4

Wednesday 11 June 2008 1.30 pm to 3.30 pm

For this paper you must have:

- a 12-page answer book.

Time allowed: 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is LTA4.
- There are **two** sections:
 Section A: Drama Pre-1770
 Section B: Poetry Pre-1900.
 You must answer **two** questions, **one** chosen from **each** section.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The texts prescribed for this paper **may not** be taken into the examination room.
- The maximum mark for this paper is 40.
- There are 20 marks for each question.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A – Drama Pre-1770

Answer **one** question from this section.

In this section, you must ensure that in your answer you consider:

- different interpretations of texts by other readers
 - your own informed, independent opinions.
-

EITHER

Hamlet – William Shakespeare

- 1** “Hamlet’s flaw is that he thinks rather than acts.”

“It is Hamlet’s mistaken acts which cause his downfall.”

What evidence is there in the text to support these views?

How do **you** think Shakespeare presents Hamlet’s flaws?

OR

- 2** “At the end, the audience is satisfied that the death of Claudius and the arrival of Fortinbras destroy the corruption in Elsinore.”

“The audience finds no resolution in the ending; the hero, the royal family and most of the court have been murdered as a result of the corruption in Elsinore.”

What support is there for each of these critical opinions of the play?

How do **you** see the ending of the play?

OR

Measure for Measure – William Shakespeare

- 3 “The Duke’s disregard for the rule of law is responsible for all the corruption in the play.”

“As the priest-prince, the Duke restores spiritual harmony and political order to his society in the play.”

What evidence is there to support both of these views?

How do **you** think Shakespeare presents the Duke?

OR

- 4 “The play is a romantic comedy. The outcomes are happy marriages and harmonious reunions.”

“*Measure for Measure* exposes a dark and threatening society. In the play, no character escapes the corruptions of deceit and uncontrolled lust.”

How far do **you** agree with each of these critical views?

OR

The Winter’s Tale – William Shakespeare

- 5 “In *The Winter’s Tale*, Shakespeare fills the stage with intensely realised characters whose fortunes we follow with keen interest.”

“The characters are shadowy and flat. They lack vitality and difference and simply conform to the requirements of symbolism and allegory.”

How far do **you** agree with both of these views?

How do **you** see Shakespeare’s use of character in the play?

OR

- 6 “Perdita embodies rustic virtue and brings a nurtured purity to the court of Sicilia.”

“Perdita demonstrates the assertion of royal nature and is out of place in the rustic world of the Shepherd.”

How can these critical views be supported in the text?

How do **you** think Shakespeare presents Perdita in the play?

OR

Edward II – Christopher Marlowe

- 7 “The regicide in the play is unsupportable. It is a crime committed by a Church and State whose hypocrisy and prejudice know no bounds.”

“The play shows that the killing of a king was unavoidable. Edward’s lack of rule caused his inevitable murder.”

What evidence is there in the play to justify these assertions?

Where do **you** think Marlowe lays the blame for the King’s death in the play?

OR

- 8 “The alliance between Mortimer Junior and Isabella is corrupt and traitorous.”

“The relationship developed between the Queen and her subject Mortimer Junior is born out of love and loyalty for each other and the country.”

What evidence can you find for each of these views?

How do **you** think Marlowe presents the involvement between Isabella and Mortimer Junior in the play?

OR

The White Devil – John Webster

- 9 “In *The White Devil*, Webster presents a world of social inequality and encourages an audience to make complex moral judgements about characters and events.”

“Webster shows us how all the characters in the play are corrupt and their acts of revenge are the work of villains not heroes.”

How can each of these views be supported by the text?

How do **you** think Webster presents morality and corruption in the play?

OR

- 10 “The play focuses on brutal and casual violence in a credible and menacing setting.”

“Webster creates a formally staged series of symbolic events with no attempt at realistic design.”

What truth is there in each of these opinions?

What do **you** think is the main impact of the play on the audience?

OR

The Alchemist – Ben Jonson

- 11** “It is actually the cozeners who are Jonson’s intended gulls in the play. Ultimately, they fool no-one but themselves.”

“Jonson uses the cozeners to mock and manipulate the gulls who are fooled and ridiculed throughout the play.”

What evidence is there in the play for each of these opinions?

Who do **you** think Jonson presents as the fools of the play?

OR

- 12** “In Dol, Jonson creates a character with whom the audience sympathises as she juggles and calms the squabbles of Face and Subtle and the attentions of the gulls.”

“Dol Common is a figure of ridicule and disgust with neither loyalty nor decency to save her from her end.”

What evidence can you find for each of these views?

How do **you** respond to the presentation of Dol in the play?

Turn over for the next section

SECTION B – Poetry Pre-1900 The Romantic Period

Answer **one** question from this section.

You are reminded that in this section of the paper you must demonstrate:

- your understanding of the contexts that have shaped the writing and study of your chosen poetry
 - how that poetry was received at the time it was written
 - your grasp of the poetry and how it is presented.
-

EITHER

Lyrical Ballads 1798 – William Wordsworth and Samuel Taylor Coleridge

- 13** Consider how the *Lyrical Ballads* celebrate the ordinary lives of rural people.

In your answer, you should refer to at least **three** poems from the collection.

OR

- 14** Explore how the poems reveal ideas about the role of imagination in writing poetry.

In your answer, you should refer to at least **three** poems from the collection.

OR

Ode to the West Wind and Other Poems – Percy Bysshe Shelley

- 15** How do these poems demonstrate Shelley's revolutionary beliefs?

In your answer, you should refer to at least **three** poems from the selection.

OR

- 16** How do these poems reveal Shelley's views about the role of poets and poetry?

In your answer, you should refer to at least **three** poems from the selection.

OR

Everyman Selected Poems – John Clare

- 17** Consider how Clare's poems demonstrate his beliefs about poetry and his identity as a poet.

In your answer, you should refer to at least **three** poems from the selection.

OR

- 18** How are these poems influenced by changes in agriculture and rural life during Clare's time?

In your answer, you should refer to at least **three** poems from the selection.

OR

Don Juan (Cantos 1–4) – Lord Byron

- 19** Show how *Cantos 1–4* reveal Byron's ideas about heroes and heroism.

OR

- 20** Explore how Byron communicates his feelings about travel and exile in these Cantos.

END OF QUESTIONS

There are no questions printed on this page