

Year 11 English

Mock Exam Information
Autumn 2025

A reminder of your mock papers

English Literature Paper 1 (1h45)

And

English Language Paper 2 (1h)
(Section A only for this mock)

A reminder of your mock papers

English Literature Paper 1 (1 hour 45 minutes)

- **Shakespeare**

('Macbeth' or 'Romeo and Juliet')

50 minutes

and

- **Nineteenth Century Novel**

('A Christmas Carol' or 'Frankenstein')

50 minutes

A reminder of your mock papers

English Language Paper 2 (Section A only for this mock)

- 1 hour
- 2 non-fiction sources
- 4 questions

FAQs

- What does each question look like?
- Do I have an extract?
- Do I have a choice of questions?
- How long do I spend on each question?

Example questions coming up to answer all these...

English Literature

Paper 1

(1h45)

Literature Paper 1

Sample question - 'Macbeth'

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

Either

0 1 *Macbeth*

Read the following extract from Act 1 Scene 7 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth has decided that he is no longer prepared to carry out the plan to murder King Duncan.

LADY MACBETH Was the hope drunk
Wherein you dressed yourself? Hath it slept since?
And wakes it now to look so green and pale
At what it did so freely? From this time,
5 Such I account thy love. Art thou afeard
To be the same in thine own act and valour,
As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
10 Letting I dare not wait upon I would,
Like the poor cat i'th'adage?
MACBETH Prithee, peace.
I dare do all that may become a man;
Who dares do more is none.
15 **LADY MACBETH** What beast was't then
That made you break this enterprise to me?
When you durst do it, then you were a man.
And to be more than what you were, you would
Be so much more the man. Nor time, nor place
20 Did then adhere, and yet you would make both.
They have made themselves and that their fitness now
Does unmake you. I have given suck and know
How tender 'tis to love the babe that milks me:
I would, while it was smiling in my face,
25 Have plucked my nipple from his boneless gums
And dashed the brains out, had I so sworn
As you have done to this.
MACBETH If we should fail?
LADY MACBETH We fail?
30 But screw your courage to the sticking-place,
And we'll not fail.

0 1

Starting with this conversation, explore how far Shakespeare presents Lady Macbeth as a strong female character.

Write about:

- how far Shakespeare presents Lady Macbeth as a strong female character in this conversation
- how far Shakespeare presents Lady Macbeth as a strong female character in the play as a whole.

[30 marks]
AO4 [4 marks]

- One question (no choice)
- Extract
- 50 mins (half the paper)
- 30 marks plus 4 for SPAG
- Essay response (introduction, main body paragraphs, conclusion)
- Extract (2-3 points)
&
- Other moments in the play (2 points)

Literature Paper 1

Sample question - 'Romeo and Juliet'

0 2

Romeo and Juliet

Read the following extract from Act 2 Scene 5 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play, Juliet is waiting for the Nurse to return with news from Romeo.

	JULIET	The clock struck nine when I did send the Nurse; In half an hour she promised to return. Perchance she cannot meet him: that's not so. O, she is lame! Love's heralds should be thoughts, 5 Which ten times faster glides than the sun's beams, Driving back shadows over low'ring hills; Therefore do nimble-pinioned doves draw Love, And therefore hath the wind-swift Cupid wings. Now is the sun upon the highmost hill 10 Of this day's journey, and from nine till twelve Is three long hours, yet she is not come. Had she affections and warm youthful blood, She would be as swift in motion as a ball; My words would bandy her to my sweet love, 15 And his to me. But old folks, many feign as they were dead, Unwieldy, slow, heavy, and pale as lead. Enter NURSE [with PETER]. O God, she comes!
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0 2

Starting with this speech, explore how Shakespeare presents the difficulties faced by Juliet in *Romeo and Juliet*.

Write about:

- how Shakespeare presents the difficulties faced by Juliet in this speech
- how Shakespeare presents the difficulties faced by Juliet in the play as a whole.

[30 marks]
AO4 [4 marks]

- One question (no choice)
- Extract
- 50 mins (half the paper)
- 30 marks plus 4 for SPAG
- Essay response (introduction, main body paragraphs, conclusion)
- Extract (2-3 points)
- &
- Other moments in the play (2 points)

Literature Paper 1

Sample question -

'A Christmas Carol'

0 8

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 4 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Yet to Come shows Scrooge the scene at a deathbed.

- "Ha, ha!" laughed the same woman, when old Joe, producing a flannel bag with money in it, told out their several gains upon the ground. "This is the end of it, you see! He frightened every one away from him when he was alive, to profit us when he was dead! Ha, ha, ha!"
- 5 "Spirit!" said Scrooge, shuddering from head to foot. "I see, I see. The case of this unhappy man might be my own. My life tends that way, now. Merciful Heaven, what is this!"
- He recoiled in terror, for the scene had changed, and now he almost touched a bed: a bare, uncurtained bed: on which, beneath a ragged sheet, there lay a something covered up, which, though it was dumb, announced itself in awful language.
- 10 The room was very dark, too dark to be observed with any accuracy, though Scrooge glanced round it in obedience to a secret impulse, anxious to know what kind of room it was. A pale light, rising in the outer air, fell straight upon the bed; and on it, plundered and bereft, unwatched, unwept, uncared for, was the body of this man.
- 15 Scrooge glanced towards the Phantom. Its steady hand was pointed to the head. The cover was so carelessly adjusted that the slightest raising of it, the motion of a finger upon Scrooge's part, would have disclosed the face. He thought of it, felt how easy it would be to do, and longed to do it; but had no more power to withdraw the veil than to dismiss the spectre at his side.
- 20 Oh cold, cold, rigid, dreadful Death, set up thine altar here, and dress it with such terrors as thou hast at thy command: for this is thy dominion! But of the loved, revered, and honoured head, thou canst not turn one hair to thy dread purposes, or make one feature odious. It is not that the hand is heavy and will fall down when released; it is not that the heart and pulse are still; but that the hand was open, generous, and true; the heart brave, warm, and tender; and the pulse a man's. Strike, Shadow, strike! And see his good deeds springing from the wound, to sow the world with life immortal!
- 25 No voice pronounced these words in Scrooge's ears, and yet he heard them when he looked upon the bed. He thought, if this man could be raised up now, what would be his foremost thoughts? Avarice, hard-dealing, griping cares? They have brought him to a rich end, truly!
- 30 He lay, in the dark empty house, with not a man, a woman, or a child, to say that he was kind to me in this or that, and for the memory of one kind word I will be kind to him. A cat was tearing at the door, and there was a sound of gnawing rats beneath the hearth-stone. What they wanted in the room of death, and why they were so restless and disturbed, Scrooge did not dare to think.
- 35

0 8

Starting with this extract, explore how Dickens presents the lessons Scrooge learns about life in *A Christmas Carol*.

Write about:

- how Dickens presents Scrooge in this extract
- how Dickens presents the lessons Scrooge learns about life in the novel as a whole.

[30 marks]

- One question (no choice)
- Extract
- 50 mins (half the paper)
- 30 marks
- Essay response (introduction, main body paragraphs, conclusion)
- Extract (2-3 points) &
- Other moments in the novel (2 points)

Literature Paper 1

Sample question - 'Frankenstein'

1 1

Mary Shelley: *Frankenstein*

Read the following extract from Chapter 4 of *Frankenstein* and then answer the question which follows.

In this extract, Frankenstein describes his commitment to his studies at university.

No one can conceive the variety of feelings which bore me onwards, like a hurricane, in the first enthusiasm of success. Life and death appeared to me ideal bounds, which I should first break through, and pour a torrent of light into our dark world. A new species would bless me as its creator and source; many happy and excellent natures would owe their being to me. No father could claim the gratitude of his child so completely as I should deserve theirs. Pursuing these reflections, I thought, that if I could bestow animation upon lifeless matter, I might in process of time (although I now found it impossible) renew life where death had apparently devoted the body to corruption.

These thoughts supported my spirits, while I pursued my undertaking with unrelenting ardour. My cheek had grown pale with study, and my person had become emaciated with confinement. Sometimes, on the very brink of certainty, I failed; yet still I clung to the hope which the next day or the next hour might realise. One secret which I alone possessed was the hope to which I had dedicated myself; and the moon gazed on my midnight labours, while, with unrelaxed and breathless eagerness, I pursued nature to her hiding-places. Who shall conceive the horrors of my secret toil, as I dabbled among the unhallowed damps of the grave, or tortured the living animal to animate the lifeless clay? My limbs now tremble and my eyes swim with the remembrance; but then a resistless, and almost frantic, impulse urged me forward; I seemed to have lost all soul or sensation but for this one pursuit. It was indeed but a passing trance that only made me feel with renewed acuteness so soon as, the unnatural stimulus ceasing to operate, I had returned to my old habits. I collected bones from charnel-houses; and disturbed, with profane fingers, the tremendous secrets of the human frame. In a solitary chamber, or rather cell, at the top of the house, and separated from all the other apartments by a gallery and staircase, I kept my workshop of filthy creation: my eye-balls were starting from their sockets in attending to the details of my employment. The dissecting room and the slaughterhouse furnished many of my materials; and often did my human nature turn with loathing from my occupation, whilst, still urged on by an eagerness which perpetually increased, I brought my work near to a conclusion.

1 1

Starting with this extract, explore how Shelley presents the effects of Frankenstein's scientific ambitions on himself and others.

Write about:

- how Shelley presents Frankenstein in this extract
- how Shelley presents the effects of Frankenstein's scientific ambitions on himself and others in the novel as a whole.

[30 marks]

- One question (no choice)
- Extract
- 50 mins (half the paper)
- 30 marks
- Essay response (introduction, main body paragraphs, conclusion)
- Main body paragraphs - use the extract and other moments in the novel in a logical way to support and develop your argument

English Language Paper 2

Section A only for this mock
(1 hour)

Language Paper 2

Sample Sources

2 non-fiction sources.

There is 15 minutes built in to the 1 hour exam for you to read these carefully to start with.

Source A

Source A is an extract from a travel book in which Peter Fleming describes his train journey on the Trans-Siberian Railway in 1933. The journey is over nine thousand kilometres and takes more than a week to complete.

- 1 And now the journey was almost over. There is no more luxurious sensation than what may be described as the 'end of term' feeling. I felt very content. After tomorrow there would be no more trips to the dining-car; no more of that black bread, in consistency and flavour suggesting rancid peat; no more of that equally earthy tea; no more of a monk's existence; no more days entirely blank of action. It was true that I did not know what I was going to do, that I had nothing very specific to look forward to. But I knew what I was going to stop doing, and that, for the moment, was enough.

I wandered along the train to my compartment, undressed and got into my bed. As I did so, I noticed for the first time that the number on my berth was thirteen. For a long time, I could not sleep but eventually I drifted off.



- 12 All of a sudden there was a frightful jarring, followed by a crash. I sat up in my berth. From the rack above me my heaviest suitcase was cannonaded down, catching me with fearful force on either knee-cap. This is the end of the world, I thought, and in addition they have broken both my legs. My little world was tilted drunkenly. The window showed me nothing except a few fields. It was six o'clock. I began to dress. I felt very much annoyed. But I climbed out of the carriage into a refreshingly spectacular world and the annoyance passed. The Trans-Siberian Express train sprawled foolishly down the embankment. The mail van and the dining-car, which had been in front, lay on their sides at the bottom. Behind them the five sleeping cars, headed by my own, were disposed in attitudes which became less and less grotesque until you got to the last, which had remained, primly, on the rails. Fifty yards down the line, the engine, which had parted company with the train, was dug in, snorting steam, on top of the embankment. It had a defiant and naughty look; it was definitely conscious of indiscretion.

It would be difficult to imagine a nicer sort of railway accident. No one was hurt. The weather was ideal. And the whole thing was done in just the right sort of theatrical manner, with lots of twisted steel and splintered woodwork and turf scarred deeply with demoniac force.

- This was great fun: a comical and violent climax to an interlude in which comedy and violence had been altogether too lacking for my tastes. It was good to lie back in the long grass on a little hill and meditate upon that sprawling scrap-heap. There she lay, in the middle of the wide green plain; the fastest train, the Trans-Siberian Luxury Express. For more than a week she had bullied us. She had knocked us about when we went to clean our teeth in the little bathroom, she had jogged our elbows when we wrote, and when we read, she made the print dance tiresomely before our eyes. Her windows we might not open on account of the dust, and when closed they had proved a perpetual attraction to small, sabotaging boys with stones. She had annoyed us in a hundred little ways: by spilling tea in our laps, by running out of butter, by regulating our life. She had been our prison. We had not liked her. Now she was down and out. We left her lying there, a broken, buckled toy, a thick black worm without a head, awkwardly twisted: a thing of no use.

Source B is an extract from a letter written by Fanny Kemble to a friend about her first ride on a steam train in 1830, when she was 21. The steam engine had recently been invented by George Stephenson and he was also on this ride.

A normal sheet of writing paper is enough for love, but only a large sheet can contain my raptures about my railroad journey. And now I will give you an account of my excursion yesterday...

- 5 A party of sixteen persons was ushered into a courtyard where there stood a carriage of a peculiar construction, prepared for our reception. It was a long-bodied vehicle with seats placed across it, back-to-back; the one we were in had six of these benches and was a sort of uncovered carriage. The carriage was set in motion by only a push and rolled with us down a slope into a tunnel which forms the entrance to the railroad.

- Here, we were introduced to the little train engine which was to drag us along the rails. She (for they make these curious little fire-horses all mares*) consisted of a boiler, a stove, a small platform, a bench, and behind the bench a barrel containing enough water to prevent her being thirsty on our journey. She goes upon wheels which are her feet and are moved by bright steel legs called pistons which are propelled by steam. The reins of this wonderful beast are a small steel handle, which applies or withdraws the steam from its legs or pistons, so that a child might manage it. The coals, which are its oats, were under the bench. This snorting little animal, which I felt rather inclined to pat, was then harnessed to our carriage. Mr Stephenson and I took our seats on the bench of the train engine and we set off at about ten miles an hour.



As the steam-horse was unable to go up and down hill, the railroad was kept at a certain level, and appeared sometimes to sink below the surface of the earth, and sometimes to rise above it. It was most incredible. Almost from the start the track was cut through the solid rock which formed a wall on either side of it, about sixty feet high.

- 25 You can't imagine how strange it seemed to be journeying on thus, without any visible cause of progress other than the magical machine, with its flying white breath and rhythmical, unvarying pace, between these rocky walls. Then, when I reflected that these great masses of stone had been cut asunder to allow our passage far below the surface of the earth, I felt as if no fairy tale was ever half so wonderful as what I saw. Bridges were thrown from side to side across the top of these cliffs, and the people looking down upon us from them seemed like dolls standing in the sky. You cannot conceive what that sensation of cutting the air was; the motion is as smooth as possible. I could either have read or written; and as it was, I stood up, and with my bonnet off, drank the air before me. When I closed my eyes this sensation of flying was quite delightful, and strange beyond description. Yet, strange as it was, I had a perfect sense of security and not the slightest fear, as this brave little she-dragon of ours flew on.

- We had now come fifteen miles and stopped where the railroad traversed a wide and deep valley. Mr. Stephenson escorted me from the train down to the bottom of this ravine, over which, to keep the track level, he has thrown a magnificent viaduct of nine arches, the middle one of which is seventy feet high, through which we saw the whole of this beautiful little valley. It was lovely and wonderful beyond all words.

We then re-joined the rest of the passengers and the carriage set off at its utmost speed, thirty-five miles an hour, swifter than a bird flies, on our return journey.

- When I add that this pretty little creature can run either backward or forward, I believe I have given you an account of all the train's abilities.

Glossary

* female horses

Language Paper 2

Sample Q1

5 mins

T/F

0 1

Read again the first part of **Source A** from **lines 1 to 7**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

A The writer is at the start of his train journey.

☐

B The writer is looking forward to leaving the train.

☐

C The writer will be on the train for three more days.

☐

D The train has a carriage where meals are served.

☐

E The writer thinks the bread has been delicious.

☐

F The writer feels that he has been cut off from society while on the train.

☐

G The writer has had many activities to keep him busy on the train.

☐

H The writer does not have any plans for when he leaves the train.

☐

4

Language
Paper 2

Sample
Q2

The inference / comparison question

0	2
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You need to refer to **Source A** and **Source B** for this question.

The writers in **Source A** and **Source B** are travelling on different types of trains.

What can you infer about the differences between the two trains?

[8 marks]

10 mins

SQUID-C-SQUID

Language
Paper 2

Sample
Q3

The language analysis question

0

3

You now need to refer only to **Source A** from **lines 12 to 23**.

How does the writer use language to describe the train crash?

[12 marks]

15 mins

PETAZEL

The 'comparing writers' perspectives' question

Language
Paper 2

Sample
Q4

0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different feelings and perspectives about their experiences of travelling on a train.

In your answer, you could:

- compare their different feelings and perspectives
- comment on the methods the writers use to convey their feelings and perspectives
- support your response with references to both texts.

[16 marks]

20 mins

C-PETAZEL

How can I revise?

Homework

Your homework each week is your revision. It is crucial that you complete your homework by the due date.

Your homework tasks will include:

- Shakespeare (revising the plot, themes and characters)
- Shakespeare extract practice
- Language paper - past paper practice
- Revision flashcards to help you learn exam technique and strategy
- Final prep - checklists, revision organisers

How can I revise?

Checklists

You will be given a checklist for each topic on the mock (each of your Literature texts plus the Language Paper 1 Section A).

Use this to help you with your revision. How confident are you on each aspect of each topic? Mark each one with red / amber / green.

Focus your revision on the areas you are less confident in.

How can I revise?

Revision Resources

Online Revision Links Document

- We have chosen the best available online resources for you to use and put links to them all on one document.
- It is your own, bespoke, **online revision guide** for these mocks!
- You will find it on the school website and on SMHW.
- Use these resources to help you with your homework each week.
- If you want to stretch yourself, expand on your knowledge and understanding, and take your studies that little bit further, there are some excellent resources here to help with this too.

How can I revise?

Revision Resources

PHHS Revision Flashcards for Language Paper 2 Section A

- You will also be getting a set of revision flashcards to help you revise and learn the strategy for Language Paper 2 Section A.
- We have created these so that you can learn HOW to respond to the questions - this paper is all about skill, timing and knowing what the examiner wants to see for each question.
- On the 'revision links' document is a detailed explanation of how to use these alongside online revision videos to help you get the most out of doing a past paper.

How can I revise?

Boosters

Your booster lessons in English will help you revise for the language paper 2 mock.

We will focus on Q4 as this is worth the most marks.