

## ***The Tempest: Previous Questions (OCR)***

### **MAY 2005**

#### PASSAGE QUESTION (*compulsory*)

Read the following passage from Act 1, Scene 2 (begins ‘*Enter Ariel / ARIEL; All hail, great master! Grave sir, hail!*’; ends ‘*His arms in this sad knot.*’).

How does Shakespeare introduce Ariel? In the course of your answer:

- look closely at the language, imagery and tone of the passage;
- comment on what the passage suggests about the relationship between Prospero and Ariel in the play.

#### ESSAY QUESTION (*choose ONE*)

Either:

a.) Discuss the role and significance of Caliban in *The Tempest*. In the course of your answer:

- explain clearly how the character of Caliban is presented;
- comment on Caliban’s contribution to the themes and dramatic effects of the play.

Or:

b.) How far do you agree that *the Tempest* is a play about the use and abuse of power? In the course of your answer:

- explain clearly how Shakespeare dramatises the exercise of power;
- comment on what the play suggests about the responsibilities of power.

### **JANUARY 2006**

#### PASSAGE QUESTION (*compulsory*)

Read the following passage from Act 1, Scene 2 (begins ‘*MIRANDA: There’s nothing ill can dwell in such a temple.*’; ends ‘*Which now came from him.*’).

How does it contribute to your view of the relationships between Prospero, Miranda and Ferdinand? In the course of your answer:

- look closely at the language, imagery and tone of the passage;
- comment on what the passage suggests about Prospero as a father in the play.

Either:

a.) How far and in what ways is magic significant in your appreciation of *The Tempest*? In the course of your answer:

- explain clearly how Shakespeare presents magic effects in the play;
- comment on what the play suggests about Prospero’s uses of magic.

Or:

b.) Give your opinion of the role and significance of Antonio in *The Tempest*. In the course of your answer:

- explain clearly how Shakespeare presents the character of Antonio;
- comment on what the play suggests about the influence of malice and ingratitude.

## **MAY 2006**

PASSAGE QUESTION (*compulsory*)

Read the following passage from Act 4, Scene 1 (begins '*Enter Ariel, laden with glistering apparel etc. enter Caliban, Stephano and Trinculo, all wet* / CALIBAN: Pray you tread softly...'; ends '*Make us strange stuff.*')

How does it contribute to your view of the way in which the character of Caliban is presented? In the course of your answer:

- look closely at the language, imagery and tone of the passage;
- comment on what the passage suggests about Caliban's role and significance in the play.

ESSAY QUESTION (*choose ONE*)

Either:

a.) How far do you agree that the ending of *The Tempest* leaves unanswered questions? In the course of your answer:

- explain clearly how Shakespeare presents the ending of the play;
- comment on what the play suggests about forgiveness.

Or:

b.) Give your opinion of the role and significance of the spirit Ariel in *The Tempest*. In the course of your answer:

- explain clearly how Shakespeare presents the character of Ariel;
- comment on what the play suggests about freedom and servitude.

## **JANUARY 2007**

PASSAGE QUESTION (*compulsory*)

Read the following passage from Act 2, Scene 1 (begins '*GONZALO: Sir, we were talking that our garments seem now as fresh as when we were at Tunis...*'; ends '*When you should bring the plaster.*').

How does it contribute to your view of Alonso and his followers? In the course of your answer:

- look closely at the language, imagery and tone of the passage;
- comment on what the passage suggests about the courtiers in the play.

ESSAY QUESTION (*choose ONE*)

Either:

a.) How far and in what ways do you see freedom as a central concern of *The Tempest*? In the course of your answer:

- explain clearly how the play presents ideas and effects related to freedom;
- comment on what the play suggests about the effects of confinement.

Or:

b.) Discuss the role and significance of the character of Miranda. In the course of your answer:

- explain clearly how the play presents the character of Miranda;
- comment on what the play suggests about relationships between men and women.

## **MAY 2007**

PASSAGE QUESTION (*compulsory*)

Read the following passage from Act 5, Scene 1 (begins '*Enter Prospero, in his magic robes, and Ariel* / PROSPERO: Now does my project gather to a head'; ends 'I'll fetch them, sir.').

In what ways does it contribute to your view of Prospero? In the course of your answer:

- look closely at the language, imagery and tone of the passage;
- comment on what the passage suggests about ways in which Prospero may have changed in the course of the play.

ESSAY QUESTION (*choose ONE*)

Either:

a.) Discuss the significance of Stephano and Trinculo in *The Tempest*.

In the course of your answer:

- explain clearly how the play presents Stephano and Trinculo;
- comment on what the play suggests about the effects of pride and foolishness.

b.) How far and in what ways do you see family relationships as a central concern of *The Tempest*? In the course of your answer:

- explain clearly how the play presents family relationships;

- comment on what the play suggests about family conflicts.

## **JANUARY 2008**

### PASSAGE QUESTION (*compulsory*)

Read the following passage from Act 4, Scene 1 (begins ‘*Enter Ceres / CERES: Hail, many-coloured messenger, that ne’er*’; ends ‘*My present fancies.*’).

In what ways does it illustrate the importance of the masque in the play? In the course of your answer:

- look closely at the language, imagery and tone of the passage;
- comment on what the passage suggests about Prospero’s methods and plans.

### ESSAY QUESTION (*choose ONE*)

Either:

a.) ... *should presently extirpate me and mine  
Out of the dukedom.*

How far and in what ways do you think that dispossession is a major concern of *The Tempest*? In the course of your answer:

- explain clearly how the play presents dispossession;
- comment on what the play suggests about authority.

Or:

b.) ESSAY QUESTION (*choose ONE*)

Either:

a.) Discuss the significance the relationship between Miranda and Ferdinand in *The Tempest*. In the course of your answer:

- explain clearly how the play presents Miranda and Ferdinand;
- comment on what the play suggests about love and courtship.