

General Certificate of Secondary Education  
June 2006



**ENGLISH LITERATURE (SPECIFICATION B)  
Foundation Tier**

3711/F

**F**

Tuesday 23 May 2006 9.00 am to 11.15 am

**For this paper you must have:**

- a 12-page answer book;
- unannotated copies of the three texts which you have been studying for this examination.

Time allowed: 2 hours 15 minutes (includes recommended reading time of 15 minutes)

**Instructions**

- Use blue or black ink or 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 3711/F.
- Answer **three** questions.
- Answer **one** question from each of the three Sections: A, B and C.
- This is an open text examination. You should have copies of the texts you have studied in the examination room. These texts must **not** contain any additional materials, highlighting, any annotations, or notes other than those present in the texts as published.
- Write your answers in the answer book provided.
- Do all rough work in the answer book. Cross through any work you do not want marked.
- You must **not** use a dictionary.

**Information**

- The maximum mark for this paper is 78.
- 3 of these marks are for Quality of Written Communication.
- The marks for questions are shown in brackets.
- There are two questions set on each text. Answer only **one** question on each of your chosen texts.
- In Section B some poetry texts are set for pre-1914 and some for post-1914. Check your choice of questions carefully.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

**Advice**

- You are advised to spend 15 minutes reading the paper and planning your answers.
- You should refer to the texts for evidence to support any points you make in your answers.

**There are no questions printed on this page**

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**SECTION A: DRAMA**

Answer **one** question from this section.

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Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure
- relate texts to their contexts and traditions.

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

**Pre-1914*****The Merchant of Venice* – William Shakespeare****EITHER**

- 1 Read again the following lines from the end of Act 2 Scene 3, in which Jessica is saying goodbye to Lancelot:

JESSICA: Farewell, good Lancelot.  
Alack, what heinous sin is it in me  
To be ashamed to be my father's child!  
But though I am a daughter to his blood  
I am not to his manners.

To what extent is Jessica a typical daughter of her time and how is Portia different?

(25 marks)

**OR**

- 2 What is your opinion of Bassanio?

You may wish to consider:

- his reasons for needing money
- his attitude to marriage
- his behaviour at Shylock's trial

as well as any ideas of your own.

(25 marks)

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*Romeo and Juliet* – William Shakespeare

**EITHER**

- 3 Read again the following extract from Act 2 Scene 4 in which the Nurse is looking for Romeo:

*Enter NURSE and her man [PETER].*

ROMEO: A sail, a sail!

MERCUTIO: Two, two: a shirt and a smock.

NURSE: Peter!

PETER: Anon.

NURSE: My fan, Peter.

MERCUTIO: Good Peter, to hide her face, for her fan's the fairer face.

How do the Nurse and Mercutio provide humour here and in the rest of the play? (25 marks)

**OR**

- 4 Read again the following lines from the end of Act 1 Scene 4, in which Romeo decides to go to the Capulets' ball:

ROMEO: I fear too early, for my mind misgives  
Some consequence yet hanging in the stars  
Shall bitterly begin his fearful date  
With this night's revels, and expire the term  
Of a despised life closed in my breast,  
By some vile forfeit of untimely death.  
But He that hath the steerage of my course  
Direct my sail! On, lusty gentlemen.

How far is Romeo to blame for what happens in the play? (25 marks)

**Turn over for the next question**

**Turn over ▶**

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*She Stoops to Conquer* – Oliver Goldsmith

**EITHER**

- 5 Read again this extract from Act 2 which presents the misunderstanding between Marlow and Hardcastle:

MARL (*Aside*): So this fellow, in his Liberty-hall, will only let us have just what he pleases.

HARD (*Taking the cup*): I hope you'll find it to your mind. I have prepared it with my own hands, and I believe you'll own the ingredients are tolerable. Will you be so good as to pledge me, Sir? Here, Mr. Marlow, here is to our better acquaintance. (*Drinks*)

MARL (*Aside*): A very impudent fellow this! but he's a character, and I'll humour him a little. Sir, my service to you. (*Drinks*)

How do misunderstandings between Marlow and Hardcastle add to the comedy, both here and in the rest of the play? (25 marks)

**OR**

- 6 How far do you agree that Kate Hardcastle is a stronger character than Constance Neville?

You may wish to consider:

- their words and actions
- their relationships with other characters
- the differences between them

as well as any ideas of your own. (25 marks)

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*The Importance of Being Earnest* – Oscar Wilde

**EITHER**

- 7 Read again the following extract from Act 1, in which Lady Bracknell is about to question Jack:

LADY BRACKNELL [*pencil and note-book in hand*]: I feel bound to tell you that you are not down on my list of eligible young men, although I have the same list as the dear Duchess of Bolton has. We work together, in fact. However, I am quite ready to enter your name, should your answers be what a really affectionate mother requires.

How much do you think that the attitudes of Lady Bracknell and **one other** character add to the entertainment of the play? (25 marks)

**OR**

- 8 To what extent do you think that Algernon Moncrieff is typical of his class and time?

You may wish to consider:

- what he says and does
- his relationships and the way others react to him
- his attitudes and opinions

as well as any ideas of your own.

(25 marks)

**Turn over for the next question**

**Turn over** ▶

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**Post 1914**
***Pygmalion* – George Bernard Shaw**
**EITHER**

9 Read again the following extract from Act 2, soon after Eliza's arrival at the home of Higgins:

- HIGGINS: [impatiently] Whats to become of her if I leave her in the gutter?  
Tell me that, Mrs Pearce.
- MRS PEARCE: Thats her own business, not yours, Mr Higgins.
- HIGGINS: Well, when Ive done with her, we can throw her back into the gutter; and then it will be her own business again; so thats all right.
- LIZA: Oh, youve no feeling heart in you: you dont care for nothing but yourself. [*She rises and takes the floor resolutely*]. Here! Ive had enough of this. I'm going [*making for the door*]. You ought to be ashamed of yourself, you ought.
- HIGGINS: [*snatching a chocolate cream from the piano, his eyes suddenly beginning to twinkle with mischief*] Have some chocolates, Eliza.

What is your opinion of Higgins and the way he treats Eliza, both here and in the rest of the play? (25 marks)

**OR**

10 What is the importance of money in *Pygmalion*?

You may wish to consider:

- Eliza's determination to make a living and pay Higgins
- the bet between Higgins and Pickering
- Doolittle's legacy
- the time in which the play is set

as well as any ideas of your own. (25 marks)



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*An Inspector Calls* – J B Priestley

**EITHER**

11 Remind yourself of the following quotation from Act 2:

INSPECTOR: (*massively*) Public men, Mr Birling, have responsibilities as well as privileges.

Which character, in your opinion, is the most responsible for what happens to Eva Smith and why? (25 marks)

**OR**

12 Do you admire the character Sheila Birling at all?

You may wish to consider:

- her relationship with her parents
- her reaction to the Inspector
- her treatment of other characters, particularly Eva and Gerald
- the way she changes in the play

as well as any ideas of your own. (25 marks)

**Turn over for the next question**

**Turn over ▶**

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*Hobson's Choice* – Harold Brighouse

**EITHER**

- 13 Read again the following extract from Act 1, in which Hobson is laying down the law in his household:

MAGGIE: One o'clock dinner, father.

HOBSON: See here, Maggie. I set the hours at this house. It's one o'clock dinner because I say it is, and not because you do.

MAGGIE: Yes, father.

HOBSON: So long as that's clear I'll go.

What do you think of Hobson's attitude here and elsewhere in the play? *(25 marks)*

**OR**

- 14 To what extent do you think Maggie can take the credit for Willie's success?

You may wish to consider:

- his talent for boot-making
- the ways in which Willie changes
- Maggie's determination to succeed

as well as any ideas of your own. *(25 marks)*

**There are no questions printed on this page**

**Turn over for the next question**

**Turn over ▶**

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**SECTION B: POETRY**

Answer **one** question from this section.

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Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure
- look at the relationships between poems.

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

*The General Prologue – Geoffrey Chaucer*

**Pre-1914**

**EITHER**

- 15** A SHIPMAN was ther, wonynge fer by weste;  
 For aught I woot, he was of Dertemouthe.  
 He rood upon a rouncy, as he kouthe,  
 In a gowne of faldyng to the knee.  
 A daggere hangynge on a las hadde he  
 Aboute his nekke, under his arm adoun.  
 The hote somer hadde maad his hewe al broun;  
 And certainly he was a good felawe.  
 Ful many a draughte of wyn had he ydrawe  
 Fro Burdeux-ward, whil that the chapman sleep.  
 Of nyce conscience took he no keep.  
 If that he faught and hadde the hyer hond,  
 By water he sente hem hoom to every lond.  
 But of his craft to rekene wel his tydes,  
 His stremes, and his daungers hym bisides,  
 His herberwe, and his moone, his lodemenage,  
 Ther nas noon swich from Hulle to Cartage.  
 Hardy he was and wys to undertake;  
 With many a tempest hadde his berd been shake.  
 He knew alle the havenes, as they were,  
 Fro Gootlond to the cape of Fynystere,  
 And every cryke in Britaigne and in Spayne.  
 His barge ycleped was the Maudelayne.

Chaucer describes the Shipman as a good captain but a bad man. Compare the Shipman with **one other** character who is also a mixture of good and bad. (25 marks)

**OR**

- 16** What has your reading of *The General Prologue* taught you about the importance of money in fourteenth century England? You should write about **at least two** pilgrims to whom money is important.

You may wish to consider:

- how Chaucer describes their appearance
- how the pilgrims make and spend money
- their characters and attitudes

as well as any ideas of your own.

(25 marks)

**Turn over for the next question**

**Turn over ▶**

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*Poems from Other Centuries* – edited Tissier

**Pre-1914**

**EITHER**

**17 She Walks In Beauty**

She walks in beauty, like the night  
 Of cloudless climes and starry skies;  
 And all that's best of dark and bright  
 Meet in her aspect and her eyes:  
 Thus mellowed to that tender light  
 Which heaven to that gaudy day denies.

One shade the more, one ray the less,  
 Had half impaired the nameless grace  
 Which waves in every raven tress  
 Or softly lightens o'er her face;  
 Where thoughts serenely sweet express  
 How pure, how dear their dwelling-place.

And on that cheek, and o'er that brow  
 So soft, so calm, yet eloquent,  
 The smiles that win, the tints that glow,  
 But tell of days in goodness spent,  
 A mind at peace with all below,  
 A heart whose love is innocent!

LORD BYRON

In the above poem Byron praises his loved one. Compare this poem with **one other** poem from the selection which also praises its subject. (25 marks)

**OR**

- 18** Read again *The Village* by Crabbe, in which he presents his views of changing village life. Compare this poem with **one other** poem from the selection which also presents a clear view of its subject.

You may wish to consider:

- what each poem is about
- the views presented
- the words and phrases used

as well as any ideas of your own.

(25 marks)

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*A Choice of Poets* – edited Hewett/Edwards

Pre-1914

**EITHER**

**19 The Garden of Love**

I went to the Garden of Love,  
And saw what I never had seen:  
A Chapel was built in the midst,  
Where I used to play on the green.

And the gates of this Chapel were shut,  
And Thou shalt not writ over the door;  
So I turn'd to the Garden of Love,  
That so many sweet flowers bore,

And I saw it was filled with graves,  
And tomb-stones where flowers should be:  
And Priests in black gowns, were walking their rounds,  
And binding with briars, my joys & desires.

WILLIAM BLAKE

In the above poem Blake shows his disapproval of the Church. Compare this poem with **one other** poem from the pre-1914 selection which also expresses a strong opinion. (25 marks)

**OR**

- 20** Read again *The Solitary Reaper* in which Wordsworth clearly remembers a chance meeting. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also describes a clear memory.

You may wish to consider:

- what each poem is about
- the memory described
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Turn over ►

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*War Poems* – edited Martin

Pre-1914

**EITHER**

**21**

This extract has been removed due to third-party copyright restrictions.

In the above poem Kipling tells of the sad lives and deaths of the nurses during the Boer War. Compare this poem with **one other** poem from the pre-1914 selection which also conveys feelings of sadness. (25 marks)

**OR**

**22** Read again *Come up from the Fields Father* by Whitman which is about the loss of a loved one. Compare this poem with **one other** poem from the pre-1914 selection which is also about loss of life.

You may wish to consider:

- what each poem is about
- the sense of loss
- the words and phrases used

as well as any ideas of your own.

(25 marks)



*Best Words***Pre-1914****EITHER****23 Ballad**

A faithless shepherd courted me  
 He stole away my liberty:  
 When my poor heart was strange to men  
 He came and smiled and stole it then.

When my apron would hang low  
 Me he sought through frost and snow.  
 When it puckered up with shame  
 And I sought him, he never came.

When summer brought no fears to fright,  
 He came to guard me every night;  
 When winter nights did darkly prove,  
 None came to guard me or to love.

I wish, I wish – but it's in vain –  
 I wish I was a maid again:  
 A maid again I cannot be:  
 O when will green grass cover me?

I wish my babe had ne'er been born:  
 I've made its pillow on a thorn.  
 I wish my sorrows all away,  
 My soul with God, my body clay.

He promised beds as fine as silk  
 And sheets for love as white as milk  
 But he when won my heart astray  
 Left me to want a bed of clay.

He kept his sheep on yonder hill.  
 His heart seemed soft but it was steel.  
 I ran with love and was undone,  
 O had I walked ere I did run.

He has two hearts and I have none;  
 He'll be a rogue, when I am gone,  
 To thee, my baby, unto thee,  
 As he has been too long to me.

The above poem is about a failed relationship. Compare this poem with **one other** poem from the pre-1914 selection which is also about a difficult relationship. *(25 marks)*

I weep the past, I dread the gloom  
 Of sorrows in the time to come;  
 When thou without a friend shalt be  
 Weeping on a stranger's knee.

My heart would break – but it is brass –  
 To see thee smile upon my face,  
 To see thee smile at words that be  
 The messengers of grief to thee.

I wish, my child, thou'dst ne'er been born,  
 I've made thy pillow on a thorn;  
 I wish our sorrows both away.  
 Our souls with God, our bodies clay.

ANON

**OR**

- 24** Read again *Porphyria's Lover* in which Browning presents an event from one particular point of view. Compare this poem with **one other** poem from the pre-1914 selection which also presents its subject from one particular viewpoint.

You may wish to consider:

- what each poem is about
- the views presented
- the words and phrases used

as well as any ideas of your own.

*(25 marks)*

*A Choice of Poets* – edited Hewett/Edwards

## Post-1914

## EITHER

## 25 The Evacuee

She woke up under a loose quilt  
 Of leaf patterns, woven by the light  
 At the small window, busy with the boughs  
 Of a young cherry; but wearily she lay,  
 Waiting for the siren, slow to trust  
 Nature's deceptive peace, and then afraid  
 Of the long silence, she would have crept  
 Uneasily from the bedroom with its frieze  
 Of fresh sunlight, had not a cock crowed,  
 Shattering the surface of that limpid pool  
 Of stillness, and before the ripples died  
 One by one in the field's shallows,  
 The farm woke with uninhibited din.

And now the noise and not the silence drew her  
 Down the bare stairs at great speed.  
 The sounds and voices were a rough sheet  
 Waiting to catch her, as though she leaped  
 From a scorched storey of the charred past.  
 And there the table and the gallery  
 Of farm faces trying to be kind  
 Beckoned her nearer, and she sat down  
 Under an awning of salt hams.

And so she grew, a small bird in the nest  
 Of welcome that was built about her,  
 Home now after so long away  
 In the flowerless streets of the drab town.  
 The men watched her busy with the hens,  
 The soft flesh ripening warm as corn  
 On the sticks of limbs, the grey eyes clear,  
 Rinsed with dew of their long dread.  
 The men watched her, and, nodding, smiled  
 With earth's charity, patient and strong.

R S THOMAS

In the above poem R S Thomas describes how a young evacuee is affected by her new environment. Compare this poem with **one other** poem from the post-1914 selection which also considers the effect a place can have. (25 marks)

Turn over ►

**OR**

- 26** Read again *Mending Wall* in which Frost describes a boring task in an interesting way. Compare this poem with **one other** poem from the post-1914 selection which you also find interesting.

You may wish to consider:

- what each poem is about
- what makes the poem interesting
- the words and phrases used

as well as any ideas of your own.

*(25 marks)*

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*War Poems* – edited Martin

Post-1914

**EITHER**

**27 Anthem for Doomed Youth**

What passing-bells for these who die as cattle?  
– Only the monstrous anger of the guns.  
Only the stuttering rifles' rapid rattle  
Can patter out their hasty orisons.  
No mockeries now for them; no prayers nor bells;  
Nor any voice of mourning save the choirs, –  
The shrill, demented choirs of wailing shells;  
And bugles calling for them from sad shires.

What candles may be held to speed them all?  
Not in the hands of boys but in their eyes  
Shall shine the holy glimmers of goodbyes.  
The pallor of girls' brows shall be their pall;  
Their flowers the tenderness of patient minds,  
And each slow dusk a drawing-down of blinds.

WILFRED OWEN

In the above poem Owen considers the way people respond to the death of soldiers. Compare this poem with **one other** poem from the post-1914 selection which is also about the death of soldiers. (25 marks)

**OR**

**28** Read again *Icarus Allsorts* in which McGough gives a comic tone to the subject of war. Compare this poem with **one other** poem from the post-1914 selection which deals with war in a more serious way.

You may wish to consider:

- what each poem is about
- the way war is presented
- the words and phrases used

as well as any ideas of your own.

(25 marks)

Turn over ►

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*Axed Between the Ears* – edited Kitchen

## Post-1914

## EITHER

## 29 Green Beret

He was twelve years old,  
and I do not know his name.  
The mercenaries took him and his father,  
whose name I do not know,  
one morning upon the High Plateau.  
Green Beret looked down on the frail boy  
with the eyes of a hurt animal and thought,  
a good fright will make him talk.  
He commanded, and the father was taken away  
behind the forest's green wall.  
'Right kid tell us where they are,  
tell us where or your father – dead.'  
With eyes now bright and filled with terror  
the slight boy said nothing.  
'You've got one minute kid', said Green Beret,  
'tell us where or we kill father'  
and thrust his wrist-watch against a face all eyes,  
the second-hand turning, jerking on its way.  
'OK boy ten seconds to tell us where they are'  
In the last instant the silver hand shattered the  
sky and the forest of trees.  
'Kill the old guy' roared Green Beret  
and shots hammered out  
behind the forest's green wall  
and sky and trees and soldiers stood  
in silence, and the boy cried out.  
Green Beret stood  
in silence, as the boy crouched down  
and shook with tears,  
as children do when their father dies.  
'Christ', said one mercenary to Green Beret,  
'he didn't know a damn thing  
we killed the old guy for nothing'  
so they all went away.  
Green Beret and his mercenaries.

And the boy knew everything.  
He knew everything about them, the caves,  
the trails the hidden places and the names,  
and in the moment that he cried out,  
in that same instant,  
protected by frail tears  
far stronger than any wall of steel,  
they passed everywhere  
like tigers  
across the High Plateau.

HO THIEN

In the above poem Thien describes feelings of horror. Compare this poem with **one other** poem from the selection which also describes strong feelings. (25 marks)

**OR**

**30** Read again *A Working Mum* by Flood, which describes a woman's busy life. Compare this poem with **one other** poem from the selection which describes a different way of life.

You may wish to consider:

- what each poem is about
- the kinds of life presented
- the words and phrases used

as well as any ideas of your own.

(25 marks)

**Turn over for the next question**

**Turn over ▶**

***Best Words*****Post-1914****EITHER****31**

This extract has been removed due to third-party copyright restrictions.

In the above poem Larkin describes how life has changed for the mothers. Compare this poem with **one other** poem from the post-1914 selection which also considers change in some way.  
*(25 marks)*



**OR**

- 32** Read again *An Advancement of Learning* in which Heaney gives a vivid description of his memory. Compare this poem with **one other** poem from the post-1914 selection which also describes its subject clearly.

You may wish to consider:

- what each poem is about
- how the descriptions are made vivid or clear
- the words and phrases used

as well as any ideas of your own.

(25 marks)

**Turn over for the next question**

**Turn over ▶**

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**SECTION C: PROSE**

Answer **one** question from this section.

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Candidates are reminded to:

- answer the question using appropriate evidence from the texts
- explore language and structure.

If you choose a question which has a short extract at the beginning, you should use the extract to remind yourself where to look in your text and to give you a starting point for your answer.

**Pre-1914*****Pride and Prejudice* – Jane Austen****EITHER**

**33** Read again this extract in which Darcy's rude behaviour at the Bingley ball is being described:

Mr Darcy danced only once with Mrs Hurst and once with Miss Bingley, declined being introduced to any other lady, and spent the rest of the evening in walking about the room, speaking occasionally to one of his own party. His character was decided. He was the proudest, most disagreeable man in the world, and everybody hoped that he would never come there again. Amongst the most violent against him was Mrs Bennet, whose dislike of his general behaviour, was sharpened into particular resentment, by his having slighted one of her daughters.

Do you think that this is an accurate description of Darcy both here and elsewhere in the novel?  
(25 marks)

**OR**

**34** What do you learn about the importance of marriage and money in this novel?

You may wish to consider:

- Mrs Bennet's hopes for her daughters
- the marriage of Charlotte Lucas
- Wickham's wasteful ways

as well as any ideas of your own.

(25 marks)

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*Wuthering Heights* – Emily Brontë

**EITHER**

**35** Read again this extract in which Heathcliff talks about his treatment of Hareton:

‘I’ve tied his tongue,’ observed Heathcliff. ‘He’ll not venture a single syllable, all the time! Nelly, you recollect me at his age – nay, some years younger. Did I ever look so stupid: so “gaumless”, as Joseph calls it?’

‘Worse,’ I replied, ‘because more sullen with it.’

‘I’ve a pleasure in him,’ he continued reflecting aloud. ‘He has satisfied my expectations. If he were a born fool I should not enjoy it half so much.’

Do you feel sorry for Hareton Earnshaw both here and elsewhere in the novel?

*(25 marks)*

**OR**

**36** Write about revenge in this novel.

You may wish to consider:

- Hindley’s treatment of Heathcliff
- Heathcliff’s marriage to Isabella
- Heathcliff’s acts of revenge

as well as any ideas of your own.

*(25 marks)*

**Turn over for the next question**

**Turn over ▶**

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*Far From the Madding Crowd* – Thomas Hardy

**EITHER**

37 Read again this extract from the beginning of the chapter *Rain – One Solitary Meets Another*:

The rain came on in earnest, and Oak soon felt the water to be tracking cold and clammy routes down his back. Ultimately he was reduced well-nigh to a homogeneous sop, and the dyes of his clothes trickled down and stood in a pool at the foot of the ladder. The rain stretched obliquely through the dull atmosphere in liquid spines, unbroken in continuity between their beginnings in the clouds and their points in him.

Oak suddenly remembered that eight months before this time he had been fighting against fire in the same spot as desperately as he was fighting against water now –

Write about the effect of Nature on some of the characters and events in this novel. (25 marks)

**OR**

38 Do you think Troy is wholly bad or does he have some good qualities?

You may wish to consider:

- the way he treats Bathsheba
- his behaviour as master of the farm
- his treatment of Boldwood
- his response to Fanny's death

as well as any ideas of your own.

(25 marks)

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**Post-1914*****Lord of the Flies* – William Golding****EITHER**

**39** Read again this extract from near the beginning of the chapter – *Beast from Water*:

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Extract from "Ralph moved..." to "...got results."

What do you learn about different types of leadership in this novel?

(25 marks)

**OR**

**40** What is your opinion of Ralph?

You may wish to consider:

- his appearance and attitudes
- his treatment of Piggy
- his relationship with Jack
- his fight for survival at the end of the novel

as well as any ideas of your own.

(25 marks)

**Turn over for the next question**

**Turn over ▶**

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*Of Mice and Men* – John Steinbeck

**EITHER**

- 41 Read again the following extract in which Curley's wife complains to Lennie about the way she is treated:

‘Aw, nuts!’ she said. ‘What kinda harm am I doin’ to you? Seems like they ain’t none of them cares how I gotta live. I tell you I ain’t used to livin’ like this.’

How do the attitudes and behaviour of the men on the ranch harm other characters in the novel?  
(25 marks)

**OR**

- 42 Who do you think is most to blame for Lennie's death? You must refer to at least **two** characters in your answer.

You may wish to consider:

- Lennie's own words and actions
- what George says and does
- the actions of other characters

as well as any ideas of your own.

(25 marks)

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*Roll of Thunder, Hear My Cry* – Mildred Taylor

**EITHER**

43 Read again this extract in which Uncle Hammer arrives for Christmas:

Throwing open the door to Mama’s room, we stood dumbfounded in the doorway. Instead of Mr. Granger, a tall, handsome man, nattily dressed in a gray pin-striped suit and vest, stood by the fire with his arm around Big Ma. For a moment we swayed with excitement, then as if by signal we both cried, “Uncle Hammer!” and dashed into his arms.

How does Uncle Hammer affect the events of this novel?

*(25 marks)*

**OR**

44 What is your opinion of the Simms family?

You may wish to consider:

- Jeremy’s attempts at friendship
- the incident in Strawberry
- Lillian Jean’s ‘friendship’ with Cassie
- the way R.W. and Melvin treat T.J.

as well as any ideas of your own.

*(25 marks)*

**END OF QUESTIONS**

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