

General Certificate of Secondary Education  
June 2008



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

**3711/F**

**F**

Tuesday 20 May 2008 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 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 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 your answer book. Cross through any work you do not want marked.
- You must **not** use a dictionary in this examination.

**Information**

- The maximum mark for this paper is 78.
- The marks for questions are shown in brackets.
- Three of these marks are for Quality of Written Communication.
- 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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**Turn over ►**

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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 this extract from Act 4, Scene 1:

DUKE: I pardon thee thy life before thou ask it.  
For half thy wealth, it is Antonio's;  
The other half comes to the general state,  
Which humbleness may drive unto a fine.

How far do you think Shylock deserves the treatment he receives at the hands of the Christians, both here and in the rest of the play? *(25 marks)*

**OR**

- 2 How does Shakespeare show the importance of money in this play?

You may wish to consider:

- Bassanio's need to borrow money
- Shylock's money-lending
- Antonio's generosity

as well as any ideas of your own.

*(25 marks)*

---

*Romeo and Juliet* – William Shakespeare

**EITHER**

- 3 How does the feud between the Capulets and Montagues affect the events and characters in this play?

You may wish to consider:

- the opening scene
- the death of Mercutio
- the difficulties faced by Romeo and Juliet

as well as any ideas of your own.

*(25 marks)*

**OR**

- 4 Read again this extract from the beginning of Act 1 Scene 3 in which Juliet obeys her parents and agrees to think about marrying Paris:

JULIET: I'll look to like, if looking liking move;  
But no more deep will I endart mine eye  
Than your consent gives strength to make it fly.

How does the character of Juliet change during 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 these words by Miss Kate Hardcastle from Act 5 Scene 2 about what Marlow said when he asked her to marry him:

MISS HARDCASTLE:

Said some civil things of my face, talked much of his want of merit, and the greatness of mine; mentioned his heart, gave a short tragedy speech, and ended with pretended rapture.

What do you learn about attitudes to love and marriage in this play? (25 marks)

**OR**

- 6 What do you think of the character of Tony Lumpkin in this play?

You may wish to consider:

- his tricks
- his sense of humour
- his relationships with other characters

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

***The Importance of Being Earnest – Oscar Wilde***

**EITHER**

- 7 Read again this extract from the beginning of Act 2 in which Miss Prism talks to Cecily about her guardian, Jack:

MISS PRISM: (*drawing herself up*): Your guardian enjoys the best of health, and his gravity of demeanour is especially to be commended in one so comparatively young as he is. I know no one who has a higher sense of duty and responsibility.

What is your opinion of the character of Jack in this play? (25 marks)

**OR**

- 8 How important are Miss Prism and Dr Chasuble to the events of this play?

You may wish to consider:

- Miss Prism's behaviour as a governess
- Dr Chasuble's actions
- the secrets they reveal

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

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

9 Read again this extract from the middle of Act 5:

LIZA: I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will.

How differently do Higgins and Pickering treat Liza and other characters in this play?  
(25 marks)

**OR**

10 Do you think Mrs Higgins is a better parent than Alfred Doolittle?

You may wish to consider:

- the way Mrs Higgins treats her son
- Doolittle's treatment of Liza
- their attitudes to right and wrong

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

**Turn over for the next question**

**Turn over ►**

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*An Inspector Calls – J B Priestley*

**EITHER**

- 11 Read again this extract from near the end of the play in which Birling talks about Inspector Goole:

BIRLING: That fellow obviously didn't like us. He was prejudiced from the start.

What is your opinion of the Inspector and his treatment of the characters in this play?  
You should refer to at least **two characters** in your answer. (25 marks)

**OR**

- 12 Do you think that Arthur and Sybil Birling make good parents?

You may wish to consider:

- the ways they treat Sheila and Eric
- their attitude to Sheila's engagement
- their opinions at the end of the play

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

*Hobson's Choice – Harold Brighouse*

**EITHER**

- 13 Read again this line from Act 1 in which Hobson gives his views of women:

HOBSON: A woman's foolishness begins where man's leaves off.

Do you think any of the women in the play are foolish? You must refer to **at least two** characters in your answer. (25 marks)

**OR**

- 14 Write about relationships in this play.

You may wish to consider:

- Hobson and his daughters
- Maggie and Willie
- Maggie and her sisters

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



**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 YEMAN hadde he and servantz namo  
 At that tyme, for hym liste ride so,  
 And he was clad in cote and hood of grene.  
 A sheef of pecok arwes, bright and kene,  
 Under his belt he bar ful thriftily  
 (Well koude he dresse his takel yemanly;  
 His arwes drouped noght with fetheres lowe),  
 And in his hand he baar a myghty bowe.  
 A not heed hadde he, with a broun visage.  
 Of wodecraft wel koude he al the usage.  
 Upon his arm he baar a gay bracer,  
 And by his syde a swerd and a bokeler,  
 And on that oother side a gay daggere  
 Harneised wel and sharp as point of spere;  
 A Cristopher on his brest of silver sheene.  
 An horn he bar, the bawdryk was of grene;  
 A forster was he, soothly, as I gese.

What does Chaucer's description of the Yeman tell you about his appearance and skills?  
 Compare the Yeman with **one other** pilgrim who is very different. (25 marks)

**OR**

**16** Compare **two** pilgrims from *The General Prologue*.

You may wish to consider:

- the appearance of the two pilgrims
- their occupations
- their attitudes and behaviour

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 London 1802**

Milton! thou shouldst be living at this hour:  
 England hath need of thee; she is a fen  
 Of stagnant waters; altar, sword, and pen,  
 Fireside, the heroic wealth of hall and bower,  
 Have forfeited their ancient English dower  
 Of inward happiness. We are selfish men;  
 Oh! raise us up, return to us again;  
 And give us manners, virtue, freedom, power.  
 Thy soul was like a star, and dwelt apart;  
 Thou hadst a voice whose sound was like the sea;  
 Pure as the naked heavens, majestic, free,  
 So didst thou travel on life's common way,  
 In cheerful godliness; and yet thy heart  
 The lowliest duties on herself did lay.

WILLIAM WORDSWORTH

In the above poem, Wordsworth describes his strong feelings about what he sees. Compare this with **one other** poem from the selection which also describes strong feelings. (25 marks)

**OR**

**18** Read again *A Birthday* in which Rossetti describes love. Compare this poem with **one other** poem in the selection which also describes an emotion.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

---

*A Choice of Poets* – edited Hewett/Edwards

Pre-1914

**EITHER**

**19 Holy Thursday**

Is this a holy thing to see  
 In a rich and fruitful land,  
 Babes reduced to misery,  
 Fed with cold and usurous hand?

Is that trembling cry a song?  
 Can it be a song of joy?  
 And so many children poor?  
 It is a land of poverty!

And their sun does never shine,  
 And their fields are bleak and bare,  
 And their ways are fill'd with thorns:  
 It is eternal winter there.

For where'er the sun does shine,  
 And where'er the rain does fall:  
 Babe can never hunger there,  
 Nor poverty the mind appall.

WILLIAM BLAKE

In the above poem Blake expresses his opinion about the unfair treatment of children. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also expresses an opinion. (25 marks)

**OR**

**20** Read again *The Prelude (II)* in which Wordsworth describes a happy memory. Compare this poem with **one other** poem from the pre-1914 selection which also describes the poet's feelings.

You may wish to consider:

- what each poem is about
- the feelings expressed
- 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 A Wife in London**

I

She sits in the tawny vapour  
 That the Thames-side lanes have uprolled,  
 Behind whose webby fold on fold  
 Like a waning taper  
 The street-lamp glimmers cold.

A messenger's knock cracks smartly,  
 Flashed news is in her hand  
 Of meaning it dazes to understand  
 Though shaped so shortly:  
*He-has fallen-in the far South Land. . . .*

II

'Tis the morrow; the fog hangs thicker,  
 The postman nears and goes:  
 A letter is brought whose lines disclose  
 By the firelight flicker  
 His hand, whom the worm now knows:

Fresh – firm – penned in highest feather –  
 Page-full of his hoped return,  
 And of home-planned jaunts by brake and burn  
 In the summer weather,  
 And of new love that they would learn.

THOMAS HARDY

In the above poem Hardy describes the feelings of a wife whose husband is at war. Compare this poem with **one other** poem from the pre-1914 selection which is about a different situation in wartime. (25 marks)

**OR**

**22** Read again the poem *The Battle of Blenheim* in which Southey writes about the waste of life in wartime. Compare this with **one other** poem from the pre-1914 selection which is also about the waste of life.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

*Best Words***Pre-1914****EITHER****23 First Love**

I ne'er was struck before that hour  
 With love so sudden and so sweet.  
 Her face it bloomed like a sweet flower  
 And stole my heart away complete.  
 My face turned pale as deadly pale,  
 My legs refused to walk away,  
 And when she looked, what could I ail?  
 My life and all seemed turned to clay.

And then my blood rushed to my face  
 And took my sight away.  
 The trees and bushes round the place  
 Seemed midnight at noonday.  
 I could not see a single thing,  
 Words from my heart did start;  
 They spoke as chords do from the string  
 And blood burnt round my heart.

Are flowers the winter's choice?  
 Is love's bed always snow?  
 She seemed to hear my silent voice  
 And love's appeal to know.  
 I never saw so sweet a face  
 As that I stood before;  
 My heart has left its dwelling-place  
 And can return no more.

JOHN CLARE

In the above poem, Clare writes about the strength of his love. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also describes strong feelings.

(25 marks)

**Turn over ▶**

**OR**

- 24** Read again *La Belle Dame Sans Merci* in which Keats powerfully describes the effect on the knight of the faery lady. Compare this with **one other** poem from the pre-1914 selection which also uses powerful description.

You may wish to consider:

- what each poem is about
- what makes the descriptions powerful
- 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

**Post-1914**

**EITHER**

**25 Cynddylan on a Tractor**

Ah, you should see Cynddylan on a tractor.  
 Gone the old look that yoked him to the soil;  
 He's a new man now, part of the machine,  
 His nerves of metal and his blood oil.  
 The clutch curses, but the gears obey  
 His least bidding, and lo, he's away  
 Out of the farmyard, scattering hens.  
 Riding to work now as a great man should,  
 He is the knight at arms breaking the fields'  
 Mirror of silence, emptying the wood  
 Of foxes and squirrels and bright jays.  
 The sun comes over the tall trees  
 Kindling all the hedges, but not for him  
 Who runs his engine on a different fuel.  
 And all the birds are singing, bills wide in vain,  
 As Cynddylan passes proudly up the lane.

R S THOMAS

In the above poem Thomas creates the strong character of Cynddylan. Compare this poem with **one other** poem from the post-1914 selection which is also about an interesting character.

(25 marks)

**OR**

- 26** Read again *An Old Man's Winter Night*, in which Frost describes the old man's loneliness. Compare this poem with **one other** poem from the post-1914 selection which also describes a character's situation.

You may wish to consider:

- what each poem is about
- the situations 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

Post-1914

**EITHER**

**27 The Hero**

This item has been removed for copyright reasons.

In the above poem Sassoon describes the news of the death of a soldier. Compare this poem with **one other** poem from the post-1914 selection which tells the truth about war. (25 marks)

**OR**

**28** Read again *Into Battle* in which Grenfell uses language in a powerful way. Compare this poem with **one other** poem from the post-1914 selection which is also powerful.

You may wish to consider:

- what each poem is about
- how the poems are made powerful
- the words and phrases used

as well as any ideas of your own.

(25 marks)

*Axed Between the Ears* – edited Kitchen

## Post-1914

## EITHER

## 29 Beautiful Old Age

It ought to be lovely to be old  
to be full of the peace that comes of experience  
and wrinkled ripe fulfilment.

The wrinkled smile of completeness that follows a life  
lived undaunted and unsoured with accepted lies.  
If people lived without accepting lies  
they would ripen like apples, and be scented like pippins  
in their old age.

Soothing, old people should be, like apples  
when one is tired of love.  
Fragrant like yellowing leaves, and dim with the soft  
stillness and satisfaction of autumn.

And a girl should say:  
It must be wonderful to live and grow old.  
Look at my mother, how rich and still she is! –

And a young man should think: By Jove  
my father has faced all weathers, but it's been a life! –

D H LAWRENCE

In the above poem Lawrence presents a particular view of old age. Compare this poem with **one other** poem which also presents a particular view of its subject. (25 marks)

## OR

30 Read again the poem *Killing a Whale* in which Gill uses vivid language to describe the death of the whale. Compare this poem with **one other** poem that also describes its subject vividly.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

Turn over ►

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

She kept an antique shop – or it kept her.  
Among Apostle spoons and Bristol glass,  
The faded silks, the heavy furniture,  
She watched her own reflection in the brass  
Salvers and silver bowls, as if to prove  
Polish was all, there was no need of love.

And I remember how I once refused  
To go out with her, since I was afraid.  
It was perhaps a wish not to be used  
Like antique objects. Though she never said  
That she was hurt, I still could feel the guilt  
Of that refusal, guessing how she felt.

Later, too frail to keep a shop, she put  
All her best things in one long, narrow room.  
The place smelt old, of things too long kept shut,  
The smell of absences where shadows come  
That can't be polished. There was nothing then  
To give her own reflection back again.

And when she died I felt no grief at all,  
Only the guilt of what I once refused.  
I walked into her room among the tall  
Sideboards and cupboards – things she never used  
But needed: and no finger-marks were there,  
Only the new dust falling through the air.

ELIZABETH JENNINGS

In the above poem, Jennings writes about her relationship with her grandmother. Compare this poem with **one other** poem in the post-1914 selection which is also about a relationship.

*(25 marks)*

**OR**

- 32** Read again the poem *I Shall Return* in which McKay describes his feelings about his background. Compare this poem with **one other** poem from the post-1914 selection which also describes feelings.

You may wish to consider:

- what each poem is about
- the feelings described
- 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 from the beginning of chapter 3 about Mr Bingley:

Mr Bingley had soon made himself acquainted with all the principal people in the room; he was lively and unreserved, danced every dance, was angry that the ball closed so early, and talked of giving one himself at Netherfield.

What is your opinion of the character of Mr Bingley in this novel? (25 marks)

**OR**

**34** What do you think of Lydia's behaviour in this novel?

You may wish to consider:

- what she says and does
- her relationship with her parents
- her elopement with Wickham

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

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*Wuthering Heights* – Emily Brontë

**EITHER**

- 35** Read again the following extract from the end of chapter 17 in which Mr Kenneth is talking about the death of Hindley Earnshaw:

He died true to his character: drunk as a lord. Poor lad; I'm sorry, too. One can't help missing an old companion: though he had the worst tricks with him that ever man imagined, and has done me many a rascally turn.

Do you feel at all sorry for the character of Hindley Earnshaw in this novel? *(25 marks)*

**OR**

- 36** Write about hatred in this novel.

You may wish to consider:

- Hindley's attitude to the arrival of Heathcliff
- the way Heathcliff treats Edgar and Isabella Linton
- Heathcliff's treatment of Hareton

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 the following extract from the end of chapter 37 in which Bathsheba is talking to Oak about her marriage to Troy:

‘But I was coming away, when he suddenly said he had that day seen a woman more beautiful than I, and that his constancy could not be counted on unless I at once became his... And I was grieved and troubled...’ She cleared her voice, and waited a moment, as if to gather breath. ‘And then, between jealousy and distraction, I married him!’ she whispered with desperate impetuosity.

Why do you think that Bathsheba first married Troy rather than Oak or Boldwood? (25 marks)

**OR**

- 38 How does Hardy make the reader feel sorry for Fanny Robin in this novel?

You may wish to consider:

- her physical weakness
- the failed wedding with Troy
- her lonely 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** In chapter 2, Ralph says:

‘But this is a good island. We – Jack, Simon and me – we climbed the mountain. It’s wizard.’

How far do you agree that this is a good island for the boys? You should consider **at least two** episodes in your answer. *(25 marks)*

**OR**

**40** Do you agree that Jack Merridew is an evil character?

You may wish to consider:

- his desire to hunt and kill
- the way he treats Piggy
- his leadership style
- his plans for Ralph at the end

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 this passage from chapter 2 in which Candy talks to George and Lennie about Curley:

The swamper considered. ‘–Well – tell you what. Curley’s like a lot of little guys. He hates big guys. He’s alla time picking scraps with big guys. Kind of like he’s mad at ‘em because he ain’t a big guy. You seen little guys like that, ain’t you? Always scrappy?’

What is your opinion of Curley? You must write about **at least two** episodes in your answer.  
(25 marks)

**OR**

- 42 How far would you agree that all the characters in this novel are lonely?

You may wish to consider:

- Candy and his dog
- the situation of Crooks
- Curley’s wife

as well as any ideas of your own.

(25 marks)

---

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

**EITHER**

- 43 Read again the following extract from chapter 1 in which the school children are given ‘new’ books:

“WE PROMISE TO TAKE GOOD CARE OF OUR NEW BOOKS!”

“Fine,” Miss Crocker beamed, then proudly threw back the tarpaulin.

Sitting so close to the desk, I could see that the covers of the books, a motley red, were badly worn and that the gray edges of the pages had been marred by pencils, crayons, and ink. My anticipation at having my own book ebbed to a sinking disappointment.

Do you agree that black children are treated unfairly in this novel? You should refer to **at least two** episodes in your answer. (25 marks)

**OR**

- 44 Write about life in the Logan family.

You may wish to consider:

- Mary’s explanations about life in Mississippi
- the way the children are disciplined
- their hard work
- Uncle Hammer’s visits

as well as any ideas of your own.

(25 marks)

**END OF QUESTIONS**

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|-----------|---|
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