



General Certificate of Secondary Education
June 2009

English Literature (Specification B) 3711/F

Foundation Tier

Specimen paper for examinations in June 2010 onwards

This question paper uses the new numbering system and new AQA answer book

For this paper you must have:

- an AQA 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 that you do not want to be marked.
- You must **not** use a dictionary in this examination.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 78.
- 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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Section A Drama

Answer **one** question from this section.

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**

0	1
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Read again this extract from Act 2, Scene 4, in which Lorenzo is explaining Jessica's plan to dress up as a boy to escape from her father's house.

LORENZO: Nay, we will slink away in supper time,
Disguise us at my lodging, and return
All in an hour.

Write about disguise in this play.

(25 marks)

OR

0	2
---	---

Consider the importance of friendship in this play.

You may wish to consider:

- Antonio and Bassanio
- Portia and Nerissa
- Shylock and Tubal

as well as any other ideas of your own.

(25 marks)

***Romeo and Juliet* – William Shakespeare**

EITHER

0	3
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Read again this extract from Act 5 Scene 3

PARIS: I do defy thy conjuration,
And apprehend thee for a felon here.
ROMEO: Wilt thou provoke me? Then have at thee, boy!
(*They fight.*)
PAGE: O Lord, they fight! I will go call the Watch.
PARIS: O, I am slain! (*Falls.*) If thou be merciful,
Open the tomb, lay me with Juliet. (*Dies.*)

Write about Paris and Romeo both here and in the rest of the play. (25 marks)

OR

0	4
---	---

How far are the deaths of Romeo and Juliet the result of unlucky coincidence?

You may wish to consider:

- how Romeo and Benvolio find out about Capulet's party
- Friar John's failure to deliver the letter
- Juliet waking up when she does

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

Turn over for the next question

She Stoops To Conquer – Oliver Goldsmith

EITHER

0	5
---	---

Read again these words by Marlow to his friend Hastings from Act 2 Scene 1:

MARLOW: My life has been chiefly spent in a college, or an inn, in seclusion from that lovely part of the creation that chiefly teach men confidence.

What do you learn about the character of Marlow both here and elsewhere in this play?
(25 marks)

OR

0	6
---	---

What is your opinion of the parents in this play?

You may wish to consider:

- Hardcastle's relationship with Kate
- Mrs Hardcastle's relationship with Kate and Tony
- Sir Charles Marlow's relationship with his son

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

The Importance of Being Earnest – Oscar Wilde

EITHER

0	7
---	---

Read again this extract from Act 2:

CECILY: (*advancing to meet her*): Pray let me introduce myself to you.
My name is Cecily Cardew.

GWENDOLEN: Cecily Cardew? (*Moving to her and shaking hands.*) What a very sweet name! Something tells me that we are going to be great friends. I like you already more than I can say. My first impressions of people are never wrong.

Write about Gwendolen here and elsewhere in this play. (25 marks)

OR

0	8
---	---

What do you think makes this play amusing?

You may wish to consider:

- the interesting characters
- the funny things they say and do
- the confusions

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

Post-1914

***Pygmalion* – George Bernard Shaw**

EITHER

0 9

Read again this extract from towards the beginning of Act 1:

THE FLOWER GIRL (*subsiding into a brooding melancholy over her basket, and talking very low-spiritedly to herself*) I'm a good girl, I am.

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

OR

1 0

What do you think makes this play interesting?

You may wish to consider:

- Eliza's success story
- the variety of characters
- the attitudes of the different social classes

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

***An Inspector Calls* – J B Priestley**

EITHER

1 1

Read again this extract from near the end of the play:

BIRLING (*angrily to ERIC*) You're the one I blame for this.
ERIC I'll bet I am.

Who do you think is most responsible for what happens to Eva Smith? You should refer to the words and actions of at least **two** characters in your answer. (25 marks)

OR

1 2

What do you think of the character of Arthur Birling in this play?

You may wish to consider:

- the way he treats his employees
- his relationships with his family
- the way he treats the Inspector

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

Hobson's Choice* – Harold Brighouse*EITHER**

1	3
---	---

Read again this extract from Act 4:

JIM: I think your daughters should be here.

HOBSON: They should. Only they're not. They're married, and I'm deserted by them all and I'll die deserted, then perhaps they'll be sorry for the way they've treated me.

Do you feel sorry for Hobson here and elsewhere in the play?

(25 marks)

OR

1	4
---	---

What do you learn about social class in this play?

You may wish to consider:

- the position of men and women
- attitudes towards Willie
- Mrs Hepworth's wealth

as well as any ideas of your own.

(25 marks)

Section B Poetry

Answer **one** question from this section.

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

1	5
---	---

With hym ther was his sone, a yong SQUIER,
 A lovyere and a lusty bacheler,
 With lokkes crulle as they were leyd in presse.
 Of twenty yeer of age he was, I gesse.
 Of his stature he was of evene lengthe,
 And wonderly delyvere, and of greet strengthe.
 And he hadde been somtyme in chyvachie
 In Flaundres, in Artoys, and Pycardie,
 And born hym weel, as of so litel space,
 In hope to stonden in his lady grace.
 Embrouded was he, as it were a meede
 Al ful of fresshe floures, whyte and reede.
 Syngynge he was, or floytynge, al the day;
 He was as fressh as is the month of May.
 Short was his gowne, with sleves longe and wyde.
 Wel koude he sitte on hors and faire ryde.
 He koude songes make and wel endite,
 Juste and eek daunce, and weel purtreye and write.
 So hote he lovede that by nyghtertale
 He sleep namoore than dooth a nyghtyngale.
 Curteis he was, lowely, and servysable,
 And carf biforn his fader at the table.

What does Chaucer's description of the Squier tell you about his character and lifestyle?
 Compare the Squier with **one other** pilgrim who has a different way of life. (25 marks)

OR

1	6
---	---

What has your reading of the General Prologue told you about some aspects of religious life in fourteenth century England? You should refer to **two** pilgrims in your answer.

You may wish to consider:

- the appearance of the two pilgrims
- what they do for a living
- their attitudes and actions
- Chaucer's presentation of them

as well as any ideas of your own.

(25 marks)

Poems from Other Centuries – edited Tissier

Pre-1914

EITHER

1	7
---	---

To Celia

Drink to me only with thine eyes,
 And I will pledge with mine;
 Or leave a kiss but in the cup
 And I'll not look for wine.
 The thirst that from the soul doth rise
 Doth ask a drink divine;
 But might I of Jove's nectar sup,
 I would not change for thine.

I sent thee late a rosy wreath,
 Not so much honouring thee
 As giving it a hope that there
 It could not wither'd be;
 But thou thereon didst only breathe,
 And sent'st it back to me;
 Since when it grows, and smells, I swear;
 Not of itself but thee!

BEN JONSON

In the above poem, Jonson uses language to express admiration. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also shows admiration for the subject. (25 marks)

OR

1	8
---	---

Read again *from The Deserted Village* in which Goldsmith conveys a depressing atmosphere. Compare this poem with **one other** poem in the pre-1914 selection in which an atmosphere is also described.

You may wish to consider:

- what each poem is about
- how the atmosphere is presented
- 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

1	9
---	---

The Tyger

Tyger, Tyger, burning bright,
In the forests of the night:
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare sieze the fire?

And what shoulder, & what art
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger, Tyger, burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

WILLIAM BLAKE

In the above poem Blake uses language to describe his subject effectively. Compare this poem with **one other** poem from the pre-1914 selection which also uses language effectively. (25 marks)

OR

2	0
----------	----------

Read again *Nutting*, in which Wordsworth uses interesting language to describe emotions. Compare this poem with **one other** poem from the pre-1914 selection in which emotions are also described.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

Turn over for the next question

War Poems – edited Martin

Pre-1914

EITHER

2	1
---	---

from: **Dirge of the Dead Sisters**

Who recalls the twilight and the ranged tents in order
 (Violet peaks uplifted through the crystal evening air?)
 And the clink of iron teacups and the piteous, noble laughter,
 And the faces of the Sisters with the dust upon their hair?

Who recalls the noontide and the funerals through the
 market,
 (Blanket-hidden bodies, flagless, followed by the flies?)
 And the footsore firing-party, and the dust and stench and staleness,
 And the faces of the Sisters and the glory in their eyes?

(Bold behind the battle, in the open camp all-hallowed,
 Patient, wise, and mirthful in the ringed and reeking town,
 These endured unresting till they rested from their labours –
 Little wasted bodies, ah, so light to lower down!) . . .

RUDYARD KIPLING

In the above poem Kipling uses language to create a feeling of sadness. Compare this poem with **one other** poem from the pre-1914 selection which is also sad in some way.
 (25 marks)

OR

2	2
---	---

Read again the poem *War* in which Wallace writes about death in war. Compare this with **one other** poem from the pre-1914 selection which also focuses on death.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

Best Words**Pre-1914****EITHER**

2	3
---	---

Shall I compare thee? (Sonnet XVIII)

Shall I compare thee to a Summers day?
 Thou art more lovely and more temperate:
 Rough windes do shake the darling buds of Maie,
 And Sommers lease hath all too short a date:
 Sometime too hot the eye of heaven shines,
 And often is his gold complexion dim'd,
 And every faire from faire some-time declines,
 By chance, or natures changing course untrim'd:
 But thy eternall Sommer shall not fade,
 Nor loose possession of that faire thou ow'st,
 Nor shall death brag thou wandr'st in his shade,
 When in eternall lines to time thou grow'st,
 So long as men can breath or eyes can see,
 So long lives this, and this gives life to thee.

WILLIAM SHAKESPEARE

In the above poem, Shakespeare writes about love. Compare this poem with **one other** poem from the pre-1914 selection which is also about love. (25 marks)

OR

2	4
---	---

In the poem *To His Coy Mistress* Marvell writes about his feelings. Compare this with **one other** poem from the pre-1914 selection in which the poet also writes about 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

A Choice of Poets – edited Hewett/Edwards

Post-1914

EITHER

2	5
---	---

Tree at My Window

Tree at my window, window tree,
My sash is lowered when night comes on;
But let there never be curtain drawn
Between you and me.

Vague dream-head lifted out of the ground,
And thing next most diffuse to cloud,
Not all your light tongues talking aloud
Could be profound.

But, tree, I have seen you taken and tossed,
And if you have seen me when I slept,
You have seen me when I was taken and swept
And all but lost.

That day she put our heads together
Fate had her imagination about her,
Your head so much concerned with outer,
Mine with inner, weather.

ROBERT FROST

In the above poem Frost uses language in an interesting way to describe the tree. Compare this poem with **one other** poem from the post-1914 selection in which the subject is also described in an interesting way. (25 marks)

OR

2	6
---	---

In the poem *Farm Child*, Thomas describes his subject in an appealing way. Compare this poem with **one other** poem from the post-1914 selection in which the subject is also presented in an appealing way.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- the way the subjects are presented

as well as any ideas of your own.

(25 marks)

War Poems – edited Martin**Post-1914****EITHER**

2	7
---	---

Vergissmeinnicht

Three weeks gone and the combatants gone
returning over the nightmare ground
we found the place again, and found
the soldier sprawling in the sun.

The frowning barrel of his gun
overshadowing. As we came on
that day, he hit my tank with one
like the entry of a demon.

Look. Here in the gunpit spoil
the dishonoured picture of his girl
who has put: *Steffi. Vergissmeinnicht*
in a copybook gothic script.

We see him almost with content,
abased, and seeming to have paid
and mocked at by his own equipment
that's hard and good when he's decayed.

But she would weep to see today
how on his skin the swart flies move;
the dust upon the paper eye
and the burst stomach like a cave.

For here the lover and killer are mingled
who had one body and one heart.
And death who had the soldier singled
has done the lover mortal hurt.

KEITH DOUGLAS

In the above poem Douglas writes effectively about a wartime experience. Compare this poem with **one other** poem from the post-1914 selection which is also about soldiers in war. (25 marks)

OR

2	8
---	---

Read again *Dulce et Decorum est* in which Owen writes about the horror of war. Compare this poem with **one other** poem from the post-1914 selection which also presents the horror of war.

You may wish to consider:

- what each poem is about
- how words and phrases are used
- how the horror is created

as well as any ideas of your own.

(25 marks)

Axed Between the Ears* – edited Kitchen*Post-1914****EITHER**

2	9
---	---

First Day

I am teaching again.

Sitting on the edge of the table
I turn on the old tricks
Like a performing animal.

They call me Sir,
Go out and fetch me chalk,
And I hardly recognise myself.

Lunch-time, the talk in the staff-room
I recognise from past years,
Old attitudes, jokes, introductions.
Then I wander out into the sunlight
Where the boys play ball
And the sun glares off the tarmac.

A teacher beside me talks.
He has just applied for a job at ICI
After 30 years teaching.

He doesn't like this school either.

Please God do not leave chalk in my pockets too long.

J I JONES

In the above poem Jones describes his feelings about his job. Compare this poem with **one other** poem which also describes the poet's feelings. (25 marks)

OR

3	0
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Look again at *A Sequence of Poems for my Daughter, Christmas '83* in which Hinton uses contrasting ideas. Compare this poem with **one other** poem that also uses ideas in an interesting way.

You may wish to consider:

- what each poem is about
- the words and phrases used
- the contrast or ideas presented

as well as any ideas of your own.

(25 marks)

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

3	1
---	---

Long Distance

Though my mother was already two years dead
Dad kept her slippers warming by the gas,
put hot water bottles her side of the bed
and still went to renew her transport pass.

You couldn't just drop in. You had to phone.
He'd put you off an hour to give him time
to clear away her things and look alone
as though his still raw love were such a crime.

He couldn't risk my blight of disbelief
though sure that very soon he'd hear her key
scrape in the rusted lock and end his grief.
He *knew* she'd just popped out to get the tea.

I believe life ends with death, and that is all.
You haven't both gone shopping; just the same,
in my new black leather phone book there's your name
and the disconnected number I still call.

TONY HARRISON

In the above poem, Harrison writes about a personal experience. Compare this poem with **one other** poem in the post-1914 selection which is also about something of personal importance. (25 marks)

OR

3	2
---	---

In the poem *Once Upon a Time* Okara presents his ideas in a thought-provoking way. Compare this poem with **one other** poem from the post-1914 selection which is also thought provoking.

You may wish to consider:

- what each poem is about
- the words and phrases used
- the ways the poems are made thought-provoking

as well as any ideas of your own.

(25 marks)

Section C Prose

Answer **one** question from this section.

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**

3	3
---	---

Read again the opening words of this novel:

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

What do you learn about marriage and money in this novel?

(25 marks)

OR

3	4
---	---

Write about Darcy in this novel.

You may wish to consider:

- his treatment of Elizabeth
- his way of life
- what other characters say about him

as well as any ideas of your own.

(25 marks)

Turn over for the next question

Wuthering Heights – Emily Brontë**EITHER**

3	5
---	---

Read again the following extract from chapter 6 in which Heathcliff talks about his visit to Thrushcross Grange with Catherine:

Isabella – I believe she is eleven, a year younger than Cathy – lay screaming at the farther end of the room, shrieking as if witches were running red-hot needles into her. Edgar stood on the hearth weeping silently, and in the middle of the table sat a little dog, shaking its paw and yelping . . .

What do you learn about life at Thrushcross Grange, both here and in the rest of the novel? (25 marks)

OR

3	6
---	---

What is your opinion of Heathcliff in this novel?

You may wish to consider:

- the way he is treated by the Earnshaws
- his marriage to Isabella Linton
- his treatment of Linton and Hareton

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

***Far from the Madding Crowd* – Thomas Hardy**

EITHER

3	7
---	---

Read again the following extract from chapter 18 in which Boldwood is described.

He had no light and careless touches in his constitution, either for good or for evil. Stern in the outlines of action, mild in the details, he was serious throughout all.

What do you learn about Boldwood in this novel?

(25 marks)

OR

3	8
---	---

How does Bathsheba change during the course of this novel?

You may wish to consider:

- her behaviour at the beginning
- her treatment of Boldwood
- her marriage to Troy

as well as any ideas of your own.

(25 marks)

Turn over for the next question

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

3	9
---	---

Read again the following extract from chapter 5, in which Ralph is thinking about Piggy:

Piggy could think. He could go step by step inside that fat head of his, only Piggy was no chief. But Piggy, for all his ludicrous body, had brains.

What is your opinion of Piggy in this novel?

(25 marks)

OR

4	0
---	---

Write about leadership in this novel.

You may wish to consider:

- Ralph's election as leader
- Ralph's reliance on Piggy
- Jack's bossiness

as well as any ideas of your own.

(25 marks)

***Of Mice and Men* – John Steinbeck**

EITHER

4	1
---	---

Read again this passage from chapter 4 in which Crooks is talking to Lennie and Candy:

‘I seen it happen too many times. I seen too many guys with land in their head. They never get none under their hand.’

Write about dreams in this novel.

(25 marks)

OR

4	2
---	---

Write about Lennie in this novel.

You may wish to consider:

- his friendship with George
- his love of soft things
- his strength

as well as any ideas of your own.

(25 marks)

Turn over for the next question

Roll of Thunder, Hear My Cry – Mildred Taylor

EITHER

4	3
---	---

Read again the following extract from chapter 9:

“I wonder how come T.J. don’t know they laughing at him? You s’pose he’s that dumb?”

“T.J.’s not ‘dumb,’ Cassie. He just wants attention, but he’s going after it the wrong way.”

What is your opinion of T.J. in this novel?

(25 marks)

OR

4	4
---	---

What do you learn about justice and revenge in this novel?

You may wish to consider:

- the Berry burning
- Stacey and the school bus
- Cassie and Lillian Jean

as well as any ideas of your own.

(25 marks)

END OF QUESTIONS

There are no questions printed on this page

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