



General Certificate of Secondary Education
Foundation Tier
June 2010

English Literature (Specification B)

3711/F
F

Tuesday 25 May 2010 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.

Information

- The maximum mark for this paper is 78.
- Three of these marks are for Quality of Written Communication.
- Mark allocations 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.

You 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 1, Scene 1:

BASSANIO: In Belmont is a lady richly left,
And she is fair, and – fairer than that word –
Of wondrous virtues.

What do you learn about Portia's character, life and attitudes in this play? (25 marks)

OR

0	2
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 What is your opinion of Antonio in this play?

You may wish to consider:

- the way he helps Bassanio
- his treatment of Shylock
- the way he behaves in court

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

Romeo and Juliet – William Shakespeare**EITHER**

0	3
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Do you think that Friar Lawrence is in any way to blame for what happens in this play?

You may wish to consider:

- his agreement to marry Romeo and Juliet
- the advice he gives Romeo
- the help he gives Juliet

as well as any ideas of your own.

(25 marks)

OR

0	4
---	---

Read again this extract from Act 3, Scene 1:

MERCUTIO: Ask for me tomorrow, and you shall find me a grave man. I am peppered,
I warrant, for this world. A plague a'both your houses!

What do you learn about the character and attitudes of Mercutio in this play? (25 marks)

Turn over for the next question

Turn over ►

***She Stoops To Conquer* – Oliver Goldsmith**

EITHER

0	5
---	---

Read again this extract from Act 2:

HASTINGS: So that with eating above stairs, and drinking below, with receiving your friends within, and amusing them without, you lead a good, pleasant bustling life of it.

HARDCASTLE: I do stir about a great deal, that's certain. Half the differences of the parish are adjusted in this very parlour.

What do you learn about the character and attitudes of Hardcastle in this play?

(25 marks)

OR

0	6
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The sub-title of this play is, *The Mistakes of a Night*. Write about the mistakes made that night.

You may wish to consider:

- Marlowe's mistakes concerning the house
- Constance's missing jewels
- the mistakes made by Mrs Hardcastle

as well as any ideas of your own.

(25 marks)

The Importance of Being Earnest – Oscar Wilde

EITHER

0 7

Read again the extract from near the end of Act 1:

LADY BRACKNELL: You can hardly imagine that I and Lord Bracknell would dream of allowing our only daughter – a girl brought up with the utmost care – to marry into a cloakroom, and form an alliance with a parcel?

What do you learn about the character and attitudes of Lady Bracknell in this play?
(25 marks)

OR

0 8

Why are the non-existent characters important in this play?

You may wish to consider:

- Jack's brother Ernest
- Algernon's friend Bunbury
- what they add to the action of the play

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

Turn over for the next question

Turn over ►

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

0	9
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Read again this extract from the beginning of Act 1:

THE DAUGHTER: Well, havnt you got a cab?

FREDDY: Theres not one to be had for love or money.

THE MOTHER: Oh, Freddy, there must be one. You cant have tried.

THE DAUGHTER: It's too tiresome. Do you expect us to go and get one ourselves?

Write about the characters and actions of the Eynsford Hill family in this play. *(25 marks)*

OR

1	0
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What do you learn about the character of Colonel Pickering in this play?

You may wish to consider:

- his personality
- his relationship with Higgins
- the way he treats Eliza

as well as any ideas of your own.

(25 marks)

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

1	1
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Read again this extract from near the beginning of Act 2:

MRS BIRLING: (*after pause, recovering herself*) If necessary I shall be glad to answer any questions the Inspector wishes to ask me. Though naturally I don't know anything about this girl.

What is your opinion of the character of Mrs Birling and the part she played in the death of Eva Smith in this play? (25 marks)

OR

1	2
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Write about the character of Eva Smith in this play.

You may wish to consider:

- the various jobs she has
- her relationships with Gerald and Eric
- her appeal for charity

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

Turn over for the next question

Turn over ►

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

1	3
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Read again this extract from the middle of Act 1:

WILLIE: (*getting up, relieved*) Partnership! Oh, that's a different thing.

I thought you were axing me to wed you.

MAGGIE: I am.

WILLIE: Well, by gum! And you the master's daughter.

MAGGIE: Maybe that's why, Will Mossop.

Maybe I've had enough of father, and you're as different from him as any man I know.

In what ways are the characters Will Mossop and Henry Hobson different in this play?

(25 marks)

OR

1	4
---	---

How far do you agree that Maggie Hobson is a bossy character in this play?

You may wish to consider:

- her relationship with her sisters
- the way she treats her father
- the way she organises Willie

as well as any ideas of your own.

(25 marks)

Section B – Poetry

Answer **one** question from this Section.

You 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
---	---

A good man was ther of religioun,
 And was a povre PERSON OF A TOWN,
 But riche he was of hooly thought and werk.
 He was also a lerned man, a clerk,
 That Cristes gospel trewely wolde preche;
 His parisshe devoutly wolde he teche.
 Benygne he was, and wonder diligent,
 And in adversitee ful pacient,
 And swich he was yprevved ofte sithes.
 Ful looth were hym to cursen for his tithes,
 But rather wolde he yeven, out of doute,
 Unto his povre parisshe aboute
 Of his offryng and eek of his substaunce.
 He koude in litel thyng have suffisaunce.
 Wyd was his parisshe, and houses fer asonder,
 But he ne lefte nat, for reyn ne thonder,
 In siknesse nor in meschief to visite
 The ferreste in his parisshe, muche and lite,
 Upon his feet, and in his hand a staf.
 This noble ensample to his sheep he yaf,
 That first he wroghte, and afterward he taughte.
 Out of the gospel he tho wordes caughte,
 And this figure he added eek therto,
 That if gold ruste, what shal iren do?
 For if a preest be foul, on whom we truste,
 No wonder is a lewed man to ruste;
 And shame it is, if a preest take keep,

A shiten shepherde and a clene sheep.
 Wel oghte a preest ensample for to yive,
 By his clenness, how that his sheep sholde lyve.
 He sette nat his benefice to hyre
 And leet his sheep encombred in the myre
 And ran to Londoun unto Seinte Poules
 To seken hym a chaunterie for soules,
 Or with a bretherhed to been withholde;
 But dwelte at hoom, and kepte wel his folde,
 So that the wolf ne made it nat myscarie;
 He was a shepherde and noght a mercenarie.
 And though he hooly were and vertuous,
 He was to synful men nat despitous,
 Ne of his speche daungerous ne digne,
 But in his techyng discreet and benygne.
 To drawn folk to hevene by fairnesse,
 By good ensample, this was his bisynesse.
 But it were any persone obstinat,
 What so he were, of heigh or lough estat,
 Hym wolde he snybben sharply for the nonys.
 A bettre preest I trowe that nowher noon ys.
 He waited after no pompe and reverence,
 Ne maked him a spiced conscience,
 But Cristes loore and his apostles twelve
 He taughte; but first he folwed it hymselfe.

How does Chaucer's description of the Persoun show him to be a good man? Compare the Persoun with **one other** pilgrim whose life is different. (25 marks)

Turn over ►

OR

1	6
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What has your reading of *The General Prologue* shown you about social status in Chaucer's England?

You should refer to **two** pilgrims in your answer.

You may wish to consider:

- the lifestyles of the pilgrims
- the social backgrounds of the pilgrims
- the appearance of the pilgrims
- the words and phrases used to present the pilgrims

as well as any ideas of your own.

(25 marks)

Poems from Other Centuries – edited Tissier**Pre-1914****EITHER****1 7****Villegiature**

My window, framed in pear-tree bloom,
 White-curtained shone, and softly lighted:
 So, by the pear-tree to my room
 Your ghost last night climbed uninvited.

Your solid self, long leagues away,
 Deep in dull books, had hardly missed me;
 And yet you found this Romeo's way,
 And through the blossom climbed and kissed me.

I watched the still and dewy lawn,
 The pear-tree boughs hung white above you;
 I listened to you till the dawn,
 And half forgot I did not love you.

Oh dear! what pretty things you said,
 What pearls of song you threaded for me!
 I did not – till your ghost had fled –
 Remember how you always bore me!

Edith Nesbit

In the above poem Nesbit uses language in a light-hearted way to write about a relationship. Compare this poem with **one other** poem from the pre-1914 selection, which is also about a relationship. (25 marks)

OR**1 8**

Read again 'Dover Beach' in which Arnold uses interesting language to describe the scene. Compare this poem with **one other** poem from the pre-1914 selection which also uses language in an interesting way.

You may wish to consider:

- what each poem is about
- the words and phrases used
- ways in which the poems are similar/different

as well as any ideas of your own.

(25 marks)

Turn over ►

A Choice of Poets – edited Hewett/Edwards

Pre-1914

EITHER

1	9
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A Poison Tree

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I waterd it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine.
And he knew that it was mine.

And into my garden stole.
When the night had veild the pole;
In the morning glad I see
My foe outstretchd beneath the tree.

William Blake

In the above poem Blake uses language to describe his strong feelings. Compare this poem with **one other** poem from the pre-1914 selection which also describes the poet's feelings. (25 marks)

OR

2	0
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Read again 'The World is Too Much With Us' in which Wordsworth gives his view of life. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also presents a viewpoint.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

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

2	1
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The Hyaenas

After the burial-parties leave
 And the baffled kites have fled;
 The wise hyaenas come out at eve
 To take account of our dead.

How he died and why he died
 Troubles them not a whit.
 They snout the bushes and stones aside
 And dig till they come to it.

They are only resolute they shall eat
 That they and their mates may thrive,
 And they know the dead are safer meat
 Than the weakest thing alive.

(For a goat may butt, and a worm may sting,
 And a child will sometimes stand;
 But a poor dead soldier of the King
 Can never lift a hand.)

They whoop and halloo and scatter the dirt
 Until their tushes white
 Take good hold in the army shirt
 And tug the corpse to light,

And the pitiful face is shewn again
 For an instant ere they close;
 But it is not discovered to living men –
 Only to God and those

Who, being soulless, are free from shame,
 Whatever meat they may find.
 Nor do they defile the dead man's name –
 That is reserved for his kind.

Rudyard Kipling

In the above poem Kipling writes about the horror of war. Compare this poem with **one other** poem from the pre-1914 selection which also describes the horror of war.
 (25 marks)

Turn over ►

OR

2	2
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Read again 'Come up from the Fields Father' in which Whitman describes how people are affected by war. Compare this poem with **one other** pre-1914 poem from the selection which also shows how people are affected by war.

You may wish to consider:

- what each poem is about
- how people are affected
- the words and phrases used

as well as any ideas of your own.

(25 marks)

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

2	3
---	---

Let me not (Sonnet CXVI)

Let me not to the marriage of true mindes
 Admit impediments, love is not love
 Which alters when it alteration findes,
 Or bends with the remover to remove.
 O no, it is an ever fixed marke
 That looks on tempests and is never shaken;
 It is the star to every wandering barke,
 Whose worths unknowne, although his highth be taken.
 Lov's not Times foole, though rosie lips and cheeks
 Within his bending sickles compasse come,
 Love alters not with his breefe houres and weekes,
 But beares it out even to the edge of doome:
 If this be error and upon me proved,
 I never writ, nor no man ever loved.

William Shakespeare

In the above poem, Shakespeare expresses his view of love. Compare this poem with **one other** poem from the pre-1914 selection in which the poet also writes about love.

*(25 marks)***OR**

2	4
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Read again 'Porphyria's Lover' in which Browning describes the thoughts and feelings of the speaker. Compare this poem to **one other** poem from the pre-1914 selection which also describes thoughts and feelings.

You may wish to consider:

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

as well as any ideas of your own.

*(25 marks)***Turn over ►**

A Choice of Poets – edited Hewett/Edwards**Post-1914****EITHER**

2	5
---	---

A Blackbird Singing

It seems wrong that out of this bird,
Black, bold, a suggestion of dark
Places about it, there yet should come
Such rich music, as though the notes'
Ore were changed to a rare metal
At one touch of that bright bill.

You have heard it often, alone at your desk
In green April, your mind drawn
Away from its work by sweet disturbance
Of the mild evening outside your room.

A slow singer, but loading each phrase
With history's overtones, love, joy
And grief learned by his dark tribe
In other orchards and passed on
Instinctively as they are now,
But fresh always with new tears.

R S Thomas

In the above poem Thomas uses detail to present a clear picture of the blackbird.
Compare this poem with **one other** poem from the post-1914 selection, in which the
poet also presents its subject clearly. (25 marks)

OR

2	6
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Read again 'After Apple-Picking' in which Frost describes the work of a fruit farmer.
Compare this poem with **one other** poem from the post-1914 selection, in which the
poet also describes an everyday scene or task.

You may wish to consider:

- what each poem is about
- the scene or task described
- the words and phrases used

as well as any ideas of your own.

(25 marks)

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

2

7

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 writes about the death of soldiers. Compare the poem with **one other** from the post-1914 selection which is also about death. (25 marks)

OR

2

8

Read again 'Disabled' in which Owen describes the suffering caused by war. Compare the poem with **one other** poem from the post-1914 selection which also describes suffering.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

Turn over ►

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

2	9
---	---

In Oak Terrace

Old and alone, she sits at nights
nodding before the television.
The house is quiet now. She knits,
rises to put the kettle on,

watches a cowboy's killing, reads
the local Births and Deaths, and falls
asleep at 'Growing stockpiles of war-heads'.
A world that threatens worse ills

fades. She dreams of a life spent
in the one house: suffers again
poverty, sickness, abandonment,
a child's death, a brother's brain

melting to madness. Seventy years
of common trouble; the kettle sings.
At midnight she says her silly prayers,
and takes her teeth out, and collects her night-things.

Tony Connor

In the above poem Connor presents a view of old age. Compare this poem with **one other** poem from the selection, which also presents a point of view. (25 marks)

OR

3	0
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Read again 'Song of the Battery Hen' in which Brock presents a strongly held opinion. Compare this poem with **one other** poem from the selection which also presents its subject in a strong way.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

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

3	1
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Mirror

I am silver and exact. I have no preconceptions.
 Whatever I see I swallow immediately
 Just as it is, unmisted by love or dislike.
 I am not cruel, only truthful –
 The eye of a little god, four-cornered.
 Most of the time I meditate on the opposite wall.
 It is pink, with speckles. I have looked at it so long
 I think it is part of my heart. But it flickers.
 Faces and darkness separate us over and over.

Now I am a lake. A woman bends over me,
 Searching my reaches for what she really is.
 Then she turns to those liars, the candles or the moon.
 I see her back, and reflect it faithfully.
 She rewards me with tears and an agitation of hands.
 I am important to her. She comes and goes.
 Each morning it is her face that replaces the darkness.
 In me she has drowned a young girl, and in me an old woman
 Rises towards her day after day, like a terrible fish.

Sylvia Plath

In the above poem Plath writes about her fear of growing old. Compare the poem with **one other** poem from the post-1914 selection in which the poet also describes an emotion. (25 marks)

OR

3	2
---	---

Read again 'Churning Day' in which Heaney uses interesting language to describe a family working together. Compare the poem with **one other** from the post-1914 selection in which the poet also uses interesting language to describe its subject.

You may wish to consider:

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

as well as any ideas of your own.

(25 marks)

Turn over ►

Section C – Prose

Answer **one** question from this Section.

You 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
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Read again this passage from Chapter 8, in which Miss Bingley is talking about Jane Bennet:

‘I have an excessive regard for Jane Bennet, she is really a very sweet girl, and I wish with all my heart she were well settled. But with such a father and mother, and such low connections, I am afraid there is no chance of it.’

What do you think about Jane Bennet in this novel? (25 marks)

OR

3	4
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Write about society and social class in this novel.

You may wish to consider:

- the attitudes shown by the characters
- how people spent their time
- the position of women

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

Wuthering Heights – Emily Brontë**EITHER**

3	5
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Read again this extract from the beginning of Chapter 18 in which Mrs Dean is describing Catherine Linton:

She was the most winning thing that ever brought sunshine into a desolate house: a real beauty in face, with the Earnshaws' handsome dark eyes, but the Lintons' fair skin, and small features, and yellow curling hair. Her spirit was high, though not rough, and qualified by a heart sensitive and lively to excess in its affections.

What do you learn about Catherine Linton both here and elsewhere in this novel?

(25 marks)

OR

3	6
---	---

Write about marriage in this novel.

You may wish to consider:

- Catherine Earnshaw and Edgar Linton
- Heathcliff and Isabella Linton
- Catherine Linton and Hareton

as well as any ideas of your own.

(25 marks)

Turn over for the next question

Turn over ►

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

EITHER

3	7
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Read again this passage from the end of Chapter 13, in which Liddy suggests sending the valentine to Boldwood:

‘What fun it would be to send it to the stupid old Boldwood, and how he would wonder!’ said the irrepressible Liddy, lifting her eyebrows, and indulging in an awful mirth on the verge of fear as she thought of the moral and social magnitude of the man contemplated.

What do you learn from this novel about Liddy Smallbury and the consequences of her suggestion? (25 marks)

OR

3	8
---	---

Write about Sergeant Troy in this novel.

You may wish to consider:

- his treatment of Bathsheba
- his relationship with Fanny Robin
- the way he treats Boldwood

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

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

3	9
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Read again the following passage from the middle of Chapter 5, *Beast from Water*, in which Piggy is talking to the assembly:

“...I know there isn’t no beast – not with claws and all that, I mean – but I know there isn’t no fear, either.”

Piggy paused.

“Unless – ”

Ralph moved restlessly.

“Unless what?”

“Unless we get frightened of people.”

What are the boys frightened of, both here and elsewhere in the novel? (25 marks)

OR

4	0
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Why are the conch and fire so important to the boys on the island?

You may wish to consider:

- the way the conch is used
- the boys’ attitudes to the conch
- the effects of the different fires they light

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

Turn over for the next question

Turn over ►

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

4	1
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Read again this passage from Chapter 3 in which Candy asks to join George and Lennie when they get their own place:

Candy sat on the edge of his bunk. He scratched the stump of his wrist nervously. 'I got hurt four year ago,' he said. 'They'll can me purty soon. Jus' as soon as I can't swamp out no bunk houses they'll put me on the county. Maybe if I give you guys my money, you'll let me hoe in the garden even after I ain't no good at it.'

What is your opinion of Candy both here and elsewhere in the novel? (25 marks)

OR

4	2
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Do you think that all of the characters in *Of Mice and Men* are prejudiced?

You may wish to consider:

- the way Crooks and Candy are treated
- the men's attitudes to Curley's wife
- Curley's attitude to Lennie

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

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

4	3
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Read again this passage from the middle of Chapter 3, after the children have told Big Ma and Mrs Logan about the bus being stuck in the ditch:

Mama smiled. "You know I'm glad no one was hurt – could've been too with such a deep ditch – but I'm also rather glad it happened."

"Mary!" Big Ma exclaimed.

"Well, I am," Mama said defiantly, smiling smugly to herself and looking very much like a young girl. "I really am."

Big Ma began to grin. "You know somethin'? I am too."

What do you learn about Big Ma and Mama both here and elsewhere in the novel?

(25 marks)

OR

4	4
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Write about the importance of family in this novel.

You may wish to consider:

- the closeness of the Logans
- the Avery family's inability to cope
- the attitudes of the Simms and the Wallaces

as well as any ideas of your own.

(25 marks)

END OF QUESTIONS

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