

General Certificate of Secondary Education  
June 2006



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

3711/H

**H**

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/H.
- 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 What similarities and differences are there between Belmont and Venice in this play?  
You should look closely at language, characters and events in your answer. (25 marks)

**OR**

- 2 What is the significance of money and possessions in this play?  
You should look closely at language, actions and characters in your answer.

You may wish to consider:

- Bassanio's attitude to marrying Portia
- Shylock's loan to Antonio
- the attitudes of other characters to money and possessions

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

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

- 3 The Prologue to the play describes Romeo and Juliet as a "pair of star-crossed lovers". In what ways does the play show that they are "star-crossed"? You should look closely at language, characters and events in your answer. (25 marks)

**OR**

- 4 What points does Shakespeare make in this play about the nature of love and hate?  
You should refer closely to language, actions and characters in your answer. (25 marks)

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*She Stoops to Conquer* – Oliver Goldsmith

**EITHER**

- 5 What does a study of the words and actions of the male characters in this play reveal to you about attitudes to women at the time of the play? You must refer to **at least two** of the male characters in your answer. (25 marks)

**OR**

- 6 How does the contrast between town and country values contribute to the play? You should refer closely to language, actions and characters in your answer. (25 marks)

*The Importance of Being Earnest* – Oscar Wilde

**EITHER**

- 7 What does a study of the words, actions and motives of Gwendolen Fairfax and Cecily Cardew reveal to you about women's attitudes at the time of the play? (25 marks)

**OR**

- 8 At the end of the play, Jack says, "Gwendolen, it is a terrible thing for a man to find out suddenly that all his life he has been speaking nothing but the truth." To what extent do deceptions contribute to this play? You must consider the deceptions of **at least two** characters in your answer. (25 marks)

**Post-1914**

*Pygmalion* – George Bernard Shaw

**EITHER**

- 9 What is your opinion of the role and character of Henry Higgins in the context of this play? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

**OR**

- 10 Towards the end of the play Eliza remarks that "the difference between a lady and a flower girl is not how she behaves, but how she's treated." From the treatment of Eliza, what do you learn about class issues at the time the play was set? You should look closely at language, characters and events in your answer. (25 marks)

Turn over ►

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*An Inspector Calls – J B Priestley*

**EITHER**

- 11 What does a study of the words and actions of Arthur and Sybil Birling tell you about attitudes to guilt and responsibility at the time of the play? (25 marks)

**OR**

- 12 What is the importance of the role of Sheila Birling in this play?

You may wish to consider:

- her relationship with Gerald Croft
- her response to the Inspector and his investigation
- her attitudes to her parents and her responsibilities

as well as any ideas of your own.

(25 marks)

*Hobson's Choice – Harold Brighouse*

**EITHER**

- 13 How does the character of Henry Hobson contribute to the success of this play?

You may wish to consider:

- his relationship with his daughters
- his idea of his status
- his position by the end of the play

as well as any ideas of your own.

(25 marks)

**OR**

- 14 What does Brighouse say in this play about the relationships between the generations and the sexes? You should look closely at language, actions and characters in your answer. (25 marks)

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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.

*The General Prologue – Geoffrey Chaucer*

**Pre-1914**

**EITHER**

- 15** Refer to the descriptions of the Shipman and the Miller. How does Chaucer make us aware of the differences between them and do they have anything in common? You should look closely at the way in which he chooses to present the two characters. *(25 marks)*

**OR**

- 16** Compare the means by which Chaucer presents hypocrisy in **at least two** of the pilgrims.

You may wish to consider:

- the portrayal of the characters
- the use of irony in each case
- the way in which language is used in each case

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 Read again *She Walks in Beauty*. In this poem Byron uses highly charged imagery to describe his beloved.

Compare this poem with **one other** poem from the selection, which also uses imagery to convey strong emotion. You should refer closely to the language used in both poems.

(25 marks)

**OR**

- 18 Read again *The Village*. In this poem Crabbe takes a down to earth view of village life.

Compare this poem with **one other** poem from the selection, which also represents rural life. You should refer closely to the language used in both poems.

(25 marks)

*A Choice of Poets – edited Hewett/Edwards*

**Pre-1914**

**EITHER**

- 19 Read again *The Garden of Love*. In this poem Blake powerfully expresses his disapproval of the Church.

Compare this poem with **one other** poem from the pre-1914 selection, which also expresses a powerfully held view. You should refer closely to the language used in both poems. (25 marks)

**OR**

- 20 Read again *The Solitary Reaper*. In this poem Wordsworth presents a situation which he finds memorable.

Compare this poem with **one other** poem from the pre-1914 selection, which also expresses a memorable experience. You should refer closely to the language used in both poems.

(25 marks)



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**War Poems – edited Martin**

**Pre-1914**

**EITHER**

- 21** Read again *Dirge of the Dead Sisters*. In this poem Kipling presents war with mixed emotions.

Compare this poem with **one other** poem from the pre-1914 selection, which presents war differently. You should refer closely to the language used in both poems. (25 marks)

**OR**

- 22** Read again *Come up from the Fields Father*. In this poem Whitman presents his concerns about war in a dramatic way.

Compare this poem with **one other** poem from the pre-1914 selection, which also uses dramatic means to convey the poet's views on war. You should refer closely to the language used in both poems. (25 marks)

**Best Words**

**Pre-1914**

**EITHER**

- 23** Look again at *Ballad* which movingly presents betrayal in a human relationship.

Compare this poem with **one other** poem from the pre-1914 selection, which also presents human relationships in a moving way. You should refer closely to the language used in both poems. (25 marks)

**OR**

- 24** Read again *Porphyria's Lover* by Browning. This poem is about passion and its effects.

Compare this poem with **one other** poem from the pre-1914 selection, which also makes use of strong emotion in some way. You should refer closely to the language used in both poems. (25 marks)

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*A Choice of Poets* – edited Hewett/Edwards

**Post-1914**

**EITHER**

- 25** Read again *The Evacuee* by R S Thomas. This poem invites the reader's sympathy and understanding for the situation of a child evacuated to a strange place in the country.

Compare this poem with **one other** poem from the post-1914 selection, in which the poet also encourages your sympathy for his subject. You should refer closely to the language used in both poems. (25 marks)

**OR**

- 26** Read again *Mending Wall* by Frost. This poem uses language and imagery to make a mundane activity seem interesting.

Compare this poem with **one other** poem from the post-1914 selection, which also uses language and imagery in an impressive way. You should refer closely to the language used in both poems. (25 marks)

*War Poems* – edited Martin

**Post-1914**

**EITHER**

- 27** Read again *Anthem for Doomed Youth* by Owen. This poem presents the effects of war in an unusual but effective way.

Compare this poem with **one other** poem from the post-1914 selection, which also presents war effectively. You should refer closely to the language used in both poems. (25 marks)

**OR**

- 28** Read again *Icarus Allsorts* by McGough.

Compare this poem with **one other** poem from the post-1914 selection, showing how the poet also uses tone and imagery to express feelings about war. You should refer closely to the language used in both poems. (25 marks)

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*Axed Between the Ears* – edited Kitchen

**Post-1914**

**EITHER**

**29** Look again at *Green Beret* by Thien. This poem presents the atrocity of war.

Compare this poem with **one other** poem from the selection, which presents atrocity in some other way. You should refer closely to the language used in both poems. (25 marks)

**OR**

**30** Read again *A Working Mum* by Flood.

Compare this poem with **one other** poem from the selection, which presents the pressures of life in some other way. You should refer closely to the language used in both poems. (25 marks)

**Best Words**

**Post-1914**

**EITHER**

**31** Look again at *Afternoons* by Larkin. In this poem Larkin presents life as passing by.

Compare this poem with **one other** poem from the post-1914 selection, which portrays life in some other way. You should refer closely to the language used in both poems. (25 marks)

**OR**

**32** Look again at *An Advancement of Learning*. In this poem Heaney presents a significant experience.

Compare this poem with **one other** poem from the post-1914 selection, which also presents a significant experience. You should refer closely to the language used in both poems. (25 marks)

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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** Look again at the following extract where Wickham meets Darcy for the first time in the novel:

Both changed colour, one looked white, the other red. Mr Wickham, after a few moments, touched his hat – a salutation which Mr Darcy just deigned to return. What could be the meaning of it? – It was impossible to imagine; it was impossible not to long to know.

What is the importance of the character of Wickham in the novel? (25 marks)

**OR**

- 34** Examine the importance of marriage in the novel. (25 marks)

***Wuthering Heights* – Emily Brontë****EITHER**

- 35** What is the importance of the character of Ellen Dean to the novel?

You may wish to consider:

- her superstitious nature
- her relationships with other characters
- her role as a narrator

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

**OR**

- 36** Examine the part played by revenge in the novel. You should refer closely to characters and actions in your answer. (25 marks)

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

**EITHER**

- 37 How does Hardy's presentation of the character Gabriel Oak evoke the reader's sympathy? You should refer closely to Oak's words, to events and to the actions and opinions of other characters in your answer. (25 marks)

**OR**

- 38 Look again at the chapter, *The Same Night – The Fir Plantation*, in which Troy first appears in the novel. What is the importance of chance here and elsewhere in the novel? You should refer closely to language, characters and events in your answer. (25 marks)

**Post-1914**

***Lord of the Flies – William Golding***

**EITHER**

- 39 What are Ralph's weaknesses and strengths? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer. (25 marks)

**OR**

- 40 What is the significance of "the beast" in this novel? You should refer closely to events and to the actions and opinions of the characters in your answer. (25 marks)

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

**EITHER**

- 41 Do you agree that Lennie is always incapable of taking responsibility for his actions? You should refer closely to Lennie's words, to events and to the actions and opinions of other characters in your answer. (25 marks)

**OR**

- 42 What is the significance of "dreams" in this novel? (25 marks)

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

**EITHER**

- 43 What is the significance of the character of T.J. in this novel? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer.

*(25 marks)*

**OR**

- 44 Discuss the importance of violence to the novel.

You may wish to consider:

- the activities of the “night men”
- the reasons for acts of violence
- the consequences of violence

as well as any ideas of your own.

*(25 marks)*

**END OF QUESTIONS**

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