

General Certificate of Secondary Education  
June 2007



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

3711/H

**H**

Tuesday 22 May 2007 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.
- Three 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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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**

- 1 Read again the following extract from early in Act 4 Scene 1 in which Portia is defending Antonio in court:

PORTIA: It is an attribute to God himself,  
And earthly power doth then show likest God's  
When mercy seasons justice.

What points does Shakespeare make in the play about the nature of mercy and justice?  
You should look closely at language, actions and characters in your answer. (25 marks)

**OR**

- 2 What does Shakespeare have to say about appearance and reality in this play?  
You should look closely at language, actions and characters in your answer.

You may wish to consider:

- female characters dressing up as men
- the casket scenes
- why characters deceive

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

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*Romeo and Juliet* – William Shakespeare

**EITHER**

- 3 What do 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**

- 4 Read again the following extract from early in Act 2 Scene 3 in which Friar Lawrence appears for the first time, collecting herbs:

FRIAR: Two such opposèd kings encamp them still  
In man as well as herbs, grace and rude will;  
And where the worser is predominant,  
Full soon the canker death eats up that plant.

How far do you agree that this opposition of “grace and rude will” contributes to the deaths in this play? You should look closely at language, events and characters in your answer.

(25 marks)

*She Stoops to Conquer* – Oliver Goldsmith

**EITHER**

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

**OR**

- 6 What elements make this play comic? You should look closely at language and characters in your answer.

You may wish to consider:

- disguise
- deliberate deception
- mistaken identity
- dramatic irony

as well as any ideas of your own.

(25 marks)

Turn over ►

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

**EITHER**

- 7 What is the importance of Lady Bracknell to the success of this play? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

**OR**

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

**Post-1914**

***Pygmalion – George Bernard Shaw***

**EITHER**

- 9 In what ways does Eliza change during the play and in what ways does she stay the same? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

**OR**

- 10 What points does Shaw make in this play about money and status in society? You should refer closely to language, actions and characters in your answer. (25 marks)

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

**EITHER**

- 11 What is the importance of the role of Eric Birling in this play? You should look closely at language, actions and other characters' opinions in your answer. (25 marks)

**OR**

- 12 What do you learn from this play about attitudes to social status at the time? You should refer closely to language, actions and characters in your answer. (25 marks)

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

- 13** What is the importance of the role of Maggie Hobson to the success of this play? You should refer closely to language, actions and characters in your answer. *(25 marks)*

**OR**

- 14** What do you learn from this play about attitudes to love and romance at the time? You should refer closely to language, actions and characters in your answer. *(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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You 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 Maunciple and the Frankeleyn. 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 corruption in the mediaeval church in **at least two** of the pilgrims.

You may wish to consider:

- the descriptions of the pilgrims
- 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)*



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*Poems from Other Centuries* – edited Tissier

**Pre-1914**

**EITHER**

- 17 Read again *How Do I Love Thee?* In this poem Elizabeth Barrett Browning expresses an intense view of love.

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

**OR**

- 18 Read again *The Snake*. In this poem Dickinson expresses an interest in the natural environment.

Compare this poem with **one other** poem from the selection, which is also concerned about an environment. 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 *London*. In this poem Blake expresses his condemnation of oppression.

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

**OR**

- 20 Read again *Composed upon Westminster Bridge*. In this poem Wordsworth expresses the profound effects of the situation he describes.

Compare this poem with **one other** poem from the pre-1914 selection, which also uses description of a situation to express a deeply emotional 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 *The Hyaeenas*. In this poem Kipling powerfully presents the indignity of war.

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

**OR**

- 22** Read again *The Charge of the Light Brigade*. In this poem Tennyson presents the glory as well as the futility of war in a memorable way.

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

**Best Words**

**Pre-1914**

**EITHER**

- 23** Look again at *The Flea*. In this poem Donne presents his subject in a strikingly unexpected way.

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

**OR**

- 24** Read again *To Autumn* by Keats. This poem makes a strong appeal to our senses.

Compare this poem with **one other** poem from the pre-1914 selection, which also makes a strong appeal to the reader. 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 Consider the poem *Mowing* and Frost's thoughts about this subject.

Compare this poem with **one other** poem from the post-1914 selection which in some way presents reflections on work and life. You should look closely at the language used in both poems. (25 marks)

**OR**

- 26 Read again *Children's Song* by Thomas. This poem uses language and imagery to create a thought-provoking comparison of childhood and adult imagination.

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

*War Poems* – edited Martin

**Post-1914**

**EITHER**

- 27 Read again *God! How I Hate You* by West. This poem presents the horror of war in a colloquial tone of voice.

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

**OR**

- 28 Read again *Route March Rest* by Scannell.

Compare this poem with **one other** poem from the post-1914 selection showing how imagery and language are used to convey attitudes to war. (25 marks)

**Turn over** ▶

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*Axed Between the Ears* – edited Kitchen

**Post-1914**

**EITHER**

29 Look again at *Peerless Jim Driscoll* by Scannell.

Compare this poem with **one other** poem from the selection which is also concerned with memories or the past. You should refer closely to the language used in both poems. (25 marks)

**OR**

30 Read again *Friends* by Jennings.

Compare this poem with **one other** poem from the selection, which also conveys its message effectively. You should refer closely to the language used in both poems. (25 marks)

*Best Words*

**Post-1914**

**EITHER**

31 Look again at *The Road Not Taken*. In this poem Frost presents an attitude to life through his choice of direction.

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

**OR**

32 Look again at *War Photographer* by Duffy.

Compare this poem with **one other** poem from the post-1914 selection showing in detail how language and imagery are used to capture your attention in both poems. (25 marks)

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**SECTION C: PROSE**

Answer **one** question from this section.

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You are reminded to:

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

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

- 33** In what ways and for what reasons does the character of Elizabeth Bennet change in the novel? You should refer closely to her words, to events and to the actions and opinions of other characters in your answer. *(25 marks)*

**OR**

- 34** Examine the importance of love in the novel. You should refer closely to language, events and characters in your answer. *(25 marks)*

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

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

You may wish to consider:

- the way in which he is presented
- his relationships with other characters
- his role as narrator

as well as any ideas of your own.

*(25 marks)*

**OR**

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

**Turn over ▶**

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*Far From the Madding Crowd* – Thomas Hardy

**EITHER**

- 37 Does the character of Bathsheba Everdene change for the better as a result of her experiences in the novel? You should refer closely to her words, to events and to the actions and opinions of other characters in your answer. (25 marks)

**OR**

- 38 Examine the part played by obsession in this novel. You should refer closely to language, events and characters in your answer. (25 marks)

**Post-1914**

*Lord of the Flies* – William Golding

**EITHER**

- 39 What is the importance of Simon in the 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**

- 40 What are the causes of the breakdown of civilised behaviour in the novel? You should refer closely to language, events and characters in your answer. (25 marks)

*Of Mice and Men* – John Steinbeck

**EITHER**

- 41 By what means and how successfully is the character of George made sympathetic? You should refer closely to his words, to events and to the actions and opinions of other characters in your answer. (25 marks)

**OR**

- 42 Examine the part played by prejudice in the novel. You should refer closely to language, events and characters in your answer. (25 marks)

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

**EITHER**

- 43 What is the importance of the characters Papa and Mama in the novel? You should refer closely to their words and actions, to events and to the opinions of other characters in your answer. *(25 marks)*

**OR**

- 44 The events in the novel are seen through the eyes of a child. How important is this in the success of the novel? You should refer closely to **at least two** episodes in the novel and to language, events and characters in your answer. *(25 marks)*

**END OF QUESTIONS**

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