

General Certificate of Secondary Education
June 2005



ENGLISH LITERATURE (SPECIFICATION A) Higher Tier **3712/H**

Wednesday 25 May 2005 9.00 am to 10.45 am

H

In addition to this paper you will require:

- a 12-page answer book;
- an unannotated copy of the 2005 AQA *Anthology* which you have been studying;
- an unannotated copy of the relevant post-1914 novel if you have been studying this instead of the *Anthology* short stories.

Time allowed: 1 hour 45 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 3712/H.
- Answer **two** questions.
- Answer **one** question from **Section A** and **one** question from **Section B**.
- In your answer to a question from Section B, you **must** refer to pre-1914 and post-1914 poetry.
- This is an open text examination. You must have copies of texts in the examination room. The texts must **not** be annotated, and must not contain additional notes or materials.
- 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 66.
- Mark allocations are shown in brackets.
- 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 about 45 minutes on **Section A** and about one hour on **Section B**.
- **Section A** carries 27 marks and **Section B** carries 36 marks. You will be awarded up to three marks for Quality of Written Communication.

SECTION A		Questions	Page
Post-1914 Prose			
AQA <i>Anthology</i> : Prose		1-3	3
<i>Set Texts:</i>			
William Golding	<i>Lord of the Flies</i>	4-5	4
John Steinbeck	<i>Of Mice and Men</i>	6-7	4
Susan Hill	<i>I'm the King of the Castle</i>	8-9	5
Barry Hines	<i>A Kestrel for a Knave</i>	10-11	5
Harper Lee	<i>To Kill a Mockingbird</i>	12-13	6
J. D. Salinger	<i>The Catcher in the Rye</i>	14-15	6
Michael Anthony	<i>Green Days by the River</i>	16-17	7
Robert Cormier	<i>Heroes</i>	18-19	7

SECTION B		Questions	Page
Pre-1914 and Post-1914 Poetry			
Seamus Heaney and Gillian Clarke		20-22	8
Carol Ann Duffy and Simon Armitage		23-25	9

SECTION A: POST-1914 PROSE

Answer **one** question from this section.

You are advised to spend about 45 minutes on this section.

Each question carries 27 marks.

AQA ANTHOLOGY: PROSE

The following questions refer to the Literature section of your 2005 *Anthology*: Prose (pages 59 to 93).

EITHER 1 Readers respond differently to different stories. Compare your responses to *Superman and Paula Brown's New Snowsuit* and *Your Shoes*.

Compare:

- your responses to the events and characters in the stories
- your responses to the ways the stories are written. (27 marks)

OR 2 Look again at *Snowdrops* and **one** other story in the selection. Compare how the writers use detail in the openings of their stories to prepare the reader for what comes later. (27 marks)

OR 3 Compare how people are shown growing up in *Growing Up* and **one** other story in the selection. (27 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ►

SET TEXTS**William Golding: *Lord of the Flies***

EITHER 4 What do you think makes *Lord of the Flies* a suitable title for this novel? (27 marks)

OR 5 How does Golding present Piggy and Simon in the novel?

Write about:

- how these characters are important
- how what happens to them reflects Golding's ideas in the novel as a whole. (27 marks)

John Steinbeck: *Of Mice and Men*

EITHER 6 How does Steinbeck present loneliness and isolation in the novel?

Write about:

- characters who are lonely and isolated
- why they are lonely and isolated
- how Steinbeck's settings are used to reflect the characters' loneliness and isolation. (27 marks)

OR 7 How does Steinbeck prepare you for the idea that the death of Curley's wife is inevitable? (27 marks)

Susan Hill: *I'm the King of the Castle*

EITHER 8 How does Susan Hill present bullies and bullying in *I'm the King of the Castle*? (27 marks)

OR 9 Write about the significance of Fielding in the novel and of how he is presented.

Write about:

- what Fielding is like
- how Susan Hill presents him
- how and why he is significant.

(27 marks)

Barry Hines: *A Kestrel for a Knave*

EITHER 10 Write about Billy's relationships with the members of his family, and how the writer shows the relationships. (27 marks)

OR 11 How far do you think *A Kestrel for a Knave* is a depressing novel?

Write about:

- aspects of the novel which might be considered depressing, or not
- the effects of the writing
- the thoughts and feelings you are left with at the end of the novel.

(27 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Harper Lee: *To Kill a Mockingbird*

EITHER 12 Write about the importance of some of the families in *To Kill a Mockingbird*.

Write about:

- how different characters in the novel are affected by their families
- how the writer presents different families and their importance. (27 marks)

OR 13 Who do you think is being educated in *To Kill a Mockingbird*, and how? (27 marks)

J.D. Salinger: *The Catcher in the Rye*

EITHER 14 How does Salinger present Holden's "separateness" from other people in *Catcher in the Rye*? (27 marks)

OR 15 Remind yourself of the first chapter of the novel.

In what ways and to what extent does it prepare you for the rest of the novel?

Write about:

- the characters you meet
- the ideas Salinger introduces
- Salinger's style of writing. (27 marks)

Michael Anthony: *Green Days by the River*

EITHER 16 How does Michael Anthony show Shell learning from his experiences in *Green Days by the River*?
(27 marks)

OR 17 How does Michael Anthony use different settings in *Green Days by the River*?

Write about:

- some of the different settings
- how Michael Anthony presents them
- their significance in the novel.

(27 marks)

Robert Cormier: *Heroes*

EITHER 18 What is the importance of war in *Heroes*, do you think?

Write about:

- the effects of war on characters in the novel
- the ways in which the writer presents “war”.

(27 marks)

OR 19 Robert Cormier chose the title *Heroes*. What do you think he has to say about heroes in the novel and how does he say it?
(27 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ►

SECTION B: PRE-1914 AND POST-1914 POETRY

Answer **one** question from this section.

You are advised to spend about one hour on this section.

Each question carries 36 marks.

AQA ANTHOLOGY: POETRY

The following questions refer to the Literature section of your 2005 *Anthology: Poetry* (pages 19 to 58).
In your answer to any of the questions in this section you must refer to pre-1914 poetry **and** post-1914 poetry.

Seamus Heaney and Gillian Clarke

EITHER 20 Answer **both** parts (a) and (b)

- (a) Compare how the poets use and present places in *Sonnet (I love to see the summer)* by John Clare and **one** poem by Seamus Heaney.

and then

- (b) Compare how the poets use and present places in *Cold Knap Lake* by Gillian Clarke and **one** more poem from the Pre-1914 Poetry Bank.

In both parts (a) and (b), remember to compare:

- how the writers use the places
- how the writers use form, structure and language to present the places. (36 marks)

OR 21 Compare how the poets have used structure to contribute to the meanings of *At a Potato Digging* by Seamus Heaney, **one** poem by Gillian Clarke and **two** poems from the Pre-1914 Poetry Bank. (36 marks)

OR 22 Answer **both** parts (a) and (b)

- (a) Compare how weather is presented in *Patrolling Barnegat* by Walt Whitman and *Storm on the Island* by Seamus Heaney.

and then

- (b) Compare the presentation of summer in *The Field-Mouse* by Gillian Clarke and *Sonnet (I love to see the summer)* by John Clare. (36 marks)

Carol Ann Duffy and Simon Armitage

EITHER 23 Compare the ways the relationships between the speaker of the poem and other people are shown in **two** poems from List A and **two** poems from List B.

List A

List B

<i>Before You Were Mine</i> (Duffy)	<i>On my first Sonne</i> (Jonson)	
<i>Education for Leisure</i> (Duffy)	<i>The Laboratory</i> (Browning)	
<i>Mother, any distance</i> (Armitage)	<i>My Last Duchess</i> (Browning)	

(36 marks)

OR 24 Answer **both** parts (a) and (b)

(a) Compare the ways Duffy and Armitage present anti-social behaviour in *Education for Leisure* and *Hitcher*.

and then

(b) Compare the ways in which the attitudes of the speakers are presented in **two** poems from the Pre-1914 Poetry Bank. *(36 marks)*

OR 25 Answer **both** parts (a) and (b)

(a) Compare the endings of *Havisham* and *The Laboratory*.

and then

(b) Compare the endings of **one** poem by Simon Armitage and **one** other poem from the Pre-1914 Poetry Bank.

In both parts (a) and (b), remember to compare:

- how each ending fits in with the rest of the poem
- how the language reveals ideas
- what you think are the poets' reasons for ending the poems in these ways. *(36 marks)*

END OF QUESTIONS

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