



GCSE

ENGLISH LITERATURE

Paper 2 Modern texts and poetry

8702/2R

Time allowed: 2 hours 15 minutes

MATERIALS

For this paper you must have:

- **an AQA 16-page answer book.**

[Turn over]

INSTRUCTIONS

- **Use black ink or black ball-point pen. Do NOT use pencil.**
- **Write the information required on the front of your answer book. The PAPER REFERENCE is 8702/2R.**
- **Answer ONE question from SECTION A, ONE question from SECTION B and BOTH questions in SECTION C.**
- **You must NOT use a dictionary.**

INFORMATION

- **The marks for questions are shown in brackets.**
- **The maximum mark for this paper is 96.**
- **AO4 will be assessed in SECTION A.**
There are 4 marks available for AO4 in SECTION A in addition to 30 marks for answering the question. AO4 assesses the following skills: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **There are 30 marks for SECTION B and 32 marks for SECTION C.**

DO NOT TURN OVER UNTIL TOLD TO DO SO

SECTION A

Modern prose or drama	Questions	Page	
JB Priestley	‘An Inspector Calls’	1–2	8–9
Willy Russell	‘Blood Brothers’	3–4	10–11
Alan Bennett	‘The History Boys’	5–6	12–13
Dennis Kelly	‘DNA’	7–8	14–15
Simon Stephens	‘The Curious Incident of the Dog in the Night-Time’	9–10	16–17
Shelagh Delaney	‘A Taste of Honey’	11–12	18–19

William Golding	‘Lord of the Flies’	13–14	20–21
AQA Anthology	‘Telling Tales’	15–16	22–23
George Orwell	‘Animal Farm’	17–18	24–25
Kazuo Ishiguro	‘Never Let Me Go’	19–20	26–27
Meera Syal	‘Anita and Me’	21–22	28–29
Stephen Kelman	‘Pigeon English’	23–24	30–31

[Turn over]

SECTION B

Poetry	Questions	Page
AQA Anthology ‘Poems Past and Present’		
Love and Relationships	25	32–35
Power and Conflict	26	36–40

SECTION C

Unseen poetry

27.1	42–44
27.2	46–47

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[Turn over]

SECTION A: Modern prose or drama

Answer ONE question from this section on your chosen text.

JB Priestley: 'An Inspector Calls'

EITHER

0	1
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How does Priestley use the character of Mrs Birling to explore ideas about social class?

Write about:

- **what Mrs Birling says and does**
- **how Priestley presents Mrs Birling.**

[30 marks]

AO4 [4 marks]

OR

0 2

How does Priestley use the Inspector to suggest the need for social change in 'An Inspector Calls'?

Write about:

- **what the Inspector says and does**
- **how Priestley presents the Inspector.**

[30 marks]

AO4 [4 marks]

[Turn over]

Willy Russell: 'Blood Brothers'

OR

0	3
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How does Russell present Mickey's relationships with his mother and with Linda in 'Blood Brothers'?

Write about:

- **Mickey's relationships with his mother and with Linda**
- **how Russell presents Mickey's relationships with his mother and with Linda.**

[30 marks]

AO4 [4 marks]

OR

0 4

How does Russell present the effects of poverty in 'Blood Brothers'?

Write about:

- **the effects of poverty that are shown in the play**
- **how Russell presents the effects of poverty.**

[30 marks]

AO4 [4 marks]

[Turn over]

Alan Bennett: 'The History Boys'

OR

0 5

How far does Bennett present Hector as a likeable character in 'The History Boys'?

Write about:

- **what Hector says and does**
- **how far Bennett presents Hector as a likeable character.**

[30 marks]

AO4 [4 marks]

OR

0 6

“Hector represents education for its own sake: Irwin represents education as a way of getting on in life.”

How far do you agree with this view of ‘The History Boys’?

Write about:

- what Hector and Irwin say about education**
- how Bennett presents Hector’s and Irwin’s views of education.**

[30 marks]

AO4 [4 marks]

[Turn over]

Dennis Kelly: 'DNA'

OR

07

How does Kelly explore the dangers of peer pressure in 'DNA'?

Write about:

- **some of the dangers of peer pressure in the play**
- **how Kelly presents the dangers of peer pressure.**

[30 marks]

AO4 [4 marks]

OR

0 8

How does Kelly present ideas about power and control in 'DNA'?

Write about:

- **examples of power and control in the play**
- **how Kelly presents ideas about power and control.**

[30 marks]

AO4 [4 marks]

[Turn over]

Simon Stephens:

‘The Curious Incident of the Dog in the Night-Time’

OR

09

How does Stephens present Christopher’s reactions to shocks and surprises in ‘The Curious Incident of the Dog in the Night-Time’?

Write about:

- **shocks and surprises that Christopher faces**
- **how Stephens presents Christopher’s reactions to shocks and surprises.**

[30 marks]

AO4 [4 marks]

OR

1 0

How far does Stephens present Judy as a good mother in ‘The Curious Incident of the Dog in the Night-Time’?

Write about:

- **how Judy behaves as a mother**
- **how far Stephens presents Judy as a good mother.**

[30 marks]

AO4 [4 marks]

[Turn over]

Shelagh Delaney: 'A Taste of Honey'

OR

1 1

“Delaney presents relationships between men and women as difficult.”

How far do you agree with this view of 'A Taste of Honey'?

Write about:

- **relationships between men and women in the play**
- **how far Delaney presents these relationships as difficult.**

[30 marks]

AO4 [4 marks]

OR

1 2

Delaney said about Helen, “She is just a woman who enjoys life and goes about it in her own way”.

How far do you agree with this view of Helen?

Write about:

- **what Helen says and does**
- **how Delaney presents Helen.**

[30 marks]

AO4 [4 marks]

[Turn over]

William Golding: 'Lord of the Flies'

OR

1 3

How does Golding present ideas about leadership in 'Lord of the Flies'?

Write about:

- **examples of leadership in the novel**
- **how Golding presents ideas about leadership.**

[30 marks]

AO4 [4 marks]

OR

1 4

How does Golding use the Littluns to explore ideas about trust and fear in ‘Lord of the Flies’?

Write about:

- **what the Littluns say and do**
- **how Golding presents the Littluns.**

[30 marks]

AO4 [4 marks]

[Turn over]

AQA Anthology: 'Telling Tales'

OR

1 | 5

How do writers present characters dealing with change in 'Chemistry' and in ONE other story from 'Telling Tales'?

Write about:

- **what the characters dealing with change say and do in the TWO stories**
- **how the writers present characters dealing with change.**

[30 marks]

AO4 [4 marks]

OR

1 6

How do writers present ideas about identity in ‘My Polish Teacher’s Tie’ and in ONE other story from ‘Telling Tales’?

Write about:

- **the ideas about identity in the TWO stories**
- **how the writers present ideas about identity.**

[30 marks]

AO4 [4 marks]

[Turn over]

George Orwell: 'Animal Farm'

OR

1	7
---	---

How does Orwell use Squealer to explore ideas about power and control in 'Animal Farm'?

Write about:

- **what Squealer says and does**
- **how Orwell uses Squealer to explore ideas about power and control.**

[30 marks]

AO4 [4 marks]

OR

1 8

How does Orwell use the ending of 'Animal Farm' to explore ideas about revolution?

Write about:

- **what happens in the ending of 'Animal Farm'**
- **how Orwell uses the ending of 'Animal Farm' to explore ideas about revolution.**

[30 marks]

AO4 [4 marks]

[Turn over]

Kazuo Ishiguro: 'Never Let Me Go'

OR

1 | 9

How does Ishiguro present Ruth and Tommy's romantic relationship in 'Never Let Me Go'?

Write about:

- **what Ruth and Tommy say and do**
- **how Ishiguro presents Ruth and Tommy's romantic relationship.**

[30 marks]

AO4 [4 marks]

OR

20

“ ‘Never Let Me Go’ is a novel about characters trying their best to be happy in terrible circumstances.”

How far do you agree with this view?

Write about:

- what characters in the novel say and do**
- how Ishiguro presents the characters.**

[30 marks]

AO4 [4 marks]

[Turn over]

Meera Syal: 'Anita and Me'

OR

2 1

How does Syal present the changes in Meena's relationship with Anita in 'Anita and Me'?

Write about:

- **the relationship between Meena and Anita and how it changes**
- **how Syal presents these changes.**

[30 marks]

AO4 [4 marks]

OR

2 2

How does Syal present ideas about racism in 'Anita and Me'?

Write about:

- **what characters say and do**
- **how Syal presents ideas about racism in the novel.**

[30 marks]

AO4 [4 marks]

[Turn over]

Stephen Kelman: 'Pigeon English'

OR

2 3

How does Kelman present Harrison as a likeable character in 'Pigeon English'?

Write about:

- **what Harrison says and does**
- **how Kelman presents Harrison as likeable.**

[30 marks]

AO4 [4 marks]

OR

24

How does Kelman present Harrison's relationship with one or more of the female characters in 'Pigeon English'?

Write about:

- **Harrison's relationship with one or more of the female characters**
- **how Kelman presents Harrison's relationship with one or more of the female characters.**

[30 marks]

AO4 [4 marks]

[Turn over]

SECTION B: Poetry

Answer ONE question from this section.

AQA Anthology: ‘Poems Past and Present’

EITHER

LOVE AND RELATIONSHIPS

32

The poems you have studied are:

Lord Byron

When We Two Parted

Percy Bysshe Shelley

Love’s Philosophy

Robert Browning

Porphyria’s Lover

Elizabeth Barrett Browning

Sonnet 29 – ‘I think of thee!’

Thomas Hardy

Maura Dooley

Charlotte Mew

Cecil Day-Lewis

Charles Causley

Seamus Heaney

Simon Armitage

Carol Ann Duffy

Owen Sheers

Daljit Nagra

Andrew Waterhouse

[Turn over]

Neutral Tones

Letters from Yorkshire

The Farmer's Bride

Walking Away

Eden Rock

Follower

Mother, any distance

Before You Were Mine

Winter Swans

Singh Song!

Climbing My Grandfather

2	5
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Compare how poets present powerful feelings about love in ‘Neutral Tones’ and in ONE other poem from ‘Love and relationships’. [30 marks]

Neutral Tones

**We stood by a pond that winter day,
And the sun was white, as though
chidden of God,
And a few leaves lay on the starving
sod;
– They had fallen from an ash,
and were grey.**

**5 Your eyes on me were as eyes that
rove
Over tedious riddles of years ago;
And some words played between us
to and fro**

On which lost the more by our
love.

The smile on your mouth was the
deadeast thing

10 Alive enough to have strength to die;
And a grin of bitterness swept
thereby

Like an ominous bird a-wing...

Since then, keen lessons that love
deceives,

And wrings with wrong, have shaped
to me

15 Your face, and the God-curst sun,
and a tree,

And a pond edged with greyish
leaves.

Thomas Hardy

[Turn over]

OR

POWER AND CONFLICT

The poems you have studied are:

Percy Bysshe Shelley

Ozymandias

William Blake

London

William Wordsworth

Extract from, The Prelude

Robert Browning

My Last Duchess

Alfred Lord Tennyson

The Charge of the Light Brigade

Wilfred Owen

Exposure

Seamus Heaney

Storm on the Island

Ted Hughes

Bayonet Charge

Simon Armitage

Jane Weir

Carol Ann Duffy

Imtiaz Dharker

Carol Rumens

John Agard

Beatrice Garland

Remains

Poppies

War Photographer

Tissue

The Emigrée

Checking Out Me History

Kamikaze

[Turn over]

2	6
---	---

Compare how poets present the ways people are affected by conflict in 'Kamikaze' and in ONE other poem from 'Power and conflict'. [30 marks]

Kamikaze

**Her father embarked at sunrise
with a flask of water, a samurai
sword**

**5 in the cockpit, a shaven head
full of powerful incantations
and enough fuel for a one-way
journey into history**

**10 but half way there, she thought,
recounting it later to her children,
he must have looked far down
at the little fishing boats
strung out like bunting
on a green-blue translucent sea**

and beneath them, arcing in swathes
like a huge flag waved first one way
15 then the other in a figure of eight,
the dark shoals of fishes
flashing silver as their bellies
swivelled towards the sun

and remembered how he and
20 his brothers waiting on the shore
built cairns of pearl-grey pebbles
to see whose withstood longest
the turbulent inrush of breakers
bringing their father's boat safe

25 – *yes, grandfather's boat* – safe
to the shore, salt-sodden, awash
with cloud-marked mackerel,
black crabs, feathery prawns,
the loose silver of whitebait and
once

30 a tuna, the dark prince, muscular,
dangerous.

[Turn over]

*And though he came back
my mother never spoke again
in his presence, nor did she meet
his eyes
and the neighbours too, they treated
him*

35 *as though he no longer existed,
only we children still chattered and
laughed*

*till gradually we too learned
to be silent, to live as though
he had never returned, that this
40 was no longer the father we loved.
And sometimes, she said, he must
have wondered
which had been the better way to
die.*

Beatrice Garland

BLANK PAGE

[Turn over]

SECTION C: Unseen poetry

Answer BOTH questions in this section.

The washing never gets done

The washing never gets done.

The furnace never gets heated.

Books never get read.

Life is never completed.

**5 Life is like a ball which one must
continually**

catch and hit so it won't fall.

**When the fence is repaired at one
end,**

**it collapses at the other. The roof
leaks,**

**the kitchen door won't close, there
are cracks in the foundation,**

10 the torn knees of children's pants...

One can't keep everything in mind.

The wonder is

that beside all this one can notice

the spring which is so full of

everything

continuing in all directions – into the

evening clouds,

15 into the redwing's* song and into

every

drop of dew on every blade of grass

in the meadow,

as far as the eye can see, into the

dusk.

***redwing: a type of bird**

Jaan Kaplinski

[Turn over]

27.1

In 'The washing never gets done', how does the poet present ideas about daily life and connecting with the natural world? [24 marks]

BLANK PAGE

[Turn over]

A Day in Autumn

It will not always be like this,
The air windless, a few last
Leaves adding their decoration
To the trees' shoulders, braiding the
cuffs

5 Of the boughs with gold; a bird
preening

In the lawn's mirror. Having looked
up

From the day's chores, pause a
minute,

Let the mind take its photograph
Of the bright scene, something to
wear

10 Against the heart in the long cold.

R S Thomas

27.2

In both 'A Day in Autumn' and 'The washing never gets done', the poets present ideas about daily life and connecting with the natural world.

**What are the similarities and/or differences between the methods the poets use to present these ideas?
[8 marks]**

END OF QUESTIONS

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