AQA

GCSE
ENGLISH LITERATURE

Paper 2 Modern texts and poetry

Time allowed: 2 hours 15 minutes

Materials

For this paper you must have:
- an AQA 16-page answer book.

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**.

There are no questions printed on this page

SECTION A

Modern prose or drama		Questions	Page
JB Priestley	*An Inspector Calls*	1–2	4
Willy Russell	*Blood Brothers*	3–4	5
Alan Bennett	*The History Boys*	5–6	6
Dennis Kelly	*DNA*	7–8	7
Simon Stephens	*The Curious Incident of the Dog in the Night-Time*	9–10	8
Shelagh Delaney	*A Taste of Honey*	11–12	9
William Golding	*Lord of the Flies*	13–14	10
AQA Anthology	*Telling Tales*	15–16	11
George Orwell	*Animal Farm*	17–18	12
Kazuo Ishiguro	*Never Let Me Go*	19–20	13
Meera Syal	*Anita and Me*	21–22	14
Stephen Kelman	*Pigeon English*	23–24	15

SECTION B

Poetry		Questions	Page
AQA Anthology	*Poems Past and Present*		
	Love and Relationships	25	17
	Power and Conflict	26	19

SECTION C

Unseen poetry		27.1	20
		27.2	21

Turn over for Section A

Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

JB Priestley: *An Inspector Calls*

Either

0 1 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]

Willy Russell: *Blood Brothers*

or

0 3 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 for the next question

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]

Dennis Kelly: *DNA*

or

0 7 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 for the next question

Simon Stephens: *The Curious Incident of the Dog in the Night-Time*

or

0 9 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]

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 for the next question

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]

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 for the next question

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]

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

2 0 '*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 for the next question

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]

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

2 4 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 for Section B

Section B: Poetry

Answer **one** question from this section.

AQA Anthology: *Poems Past and Present*

Either

Love and relationships

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	Neutral Tones
Maura Dooley	Letters from Yorkshire
Charlotte Mew	The Farmer's Bride
Cecil Day-Lewis	Walking Away
Charles Causley	Eden Rock
Seamus Heaney	Follower
Simon Armitage	Mother, any distance
Carol Ann Duffy	Before You Were Mine
Owen Sheers	Winter Swans
Daljit Nagra	Singh Song!
Andrew Waterhouse	Climbing My Grandfather

2 5 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.

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 deadest thing
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
Your face, and the God-curst sun, and a tree,
And a pond edged with greyish leaves.

Thomas Hardy

Turn over for the next question

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	Remains
Jane Weir	Poppies
Carol Ann Duffy	War Photographer
Imtiaz Dharker	Tissue
Carol Rumens	The Emigrée
John Agard	Checking Out Me History
Beatrice Garland	Kamikaze

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

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
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
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

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

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
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
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

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.
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,
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,
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

2 7 . 1 In 'The washing never gets done', how does the poet present ideas about daily life and connecting with the natural world?

[24 marks]

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
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
Against the heart in the long cold.

R S Thomas

2 7 . 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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