GCSE
ENGLISH LITERATURE

Paper 2 Modern texts and poetry

Tuesday 20 May 2025 Morning 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 8702/2.
- 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

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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 present Gerald and Sheila's changing relationship in *An Inspector Calls*?

Write about:

- Gerald and Sheila's relationship in the play
- how Priestley presents Gerald and Sheila's changing relationship.

[30 marks]
AO4 [4 marks]

or

0 2 How does Priestley present ideas about power in *An Inspector Calls*?

Write about:

- some of the ideas about power that are shown in the play
- how Priestley presents ideas about power.

[30 marks]
AO4 [4 marks]

Willy Russell: *Blood Brothers*

or

0 3 How does Russell present the changes in Mickey and Edward's relationship throughout the play?

Write about:

- Mickey and Edward's relationship
- how Russell presents the changes in Mickey and Edward's relationship.

[30 marks]
AO4 [4 marks]

or

0 4 How does Russell present the effects of social class in *Blood Brothers*?

Write about:

- the effects of social class that are shown in the play
- how Russell presents the effects of social class.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Chinonyerem Odimba: *Princess & The Hustler*

or

0 5 How does Odimba present the relationship between Mavis and Princess in *Princess & The Hustler*?

Write about:

- the relationship between Mavis and Princess
- how Odimba presents the relationship between Mavis and Princess.

[30 marks]
AO4 [4 marks]

or

0 6 How does Odimba present Princess's dreams as important to her in *Princess & The Hustler*?

Write about:

- what Princess dreams about
- how Odimba presents Princess's dreams as important to her.

[30 marks]
AO4 [4 marks]

Dennis Kelly: *DNA*

or

0 7 How does Kelly use the character of Leah to explore ideas about human nature in *DNA*?

Write about:

- what Leah says and does
- how Kelly uses Leah to explore ideas about human nature.

[30 marks]
AO4 [4 marks]

or

0 8 How does Kelly use the character of Adam to explore ideas about bullying in *DNA*?

Write about:

- what Adam says and does and what happens to him in the play
- how Kelly uses Adam to explore ideas about bullying.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Winsome Pinnock: *Leave Taking*

or

0 9 How does Pinnock present difficult relationships between older and younger characters in *Leave Taking*?

Write about:

- relationships between older and younger characters in the play
- how Pinnock presents difficult relationships between older and younger characters.

[30 marks]
AO4 [4 marks]

or

1 0 How far does Pinnock present the character of Enid as a strong mother in *Leave Taking*?

Write about:

- what Enid says and does
- how far Pinnock presents Enid as a strong mother in the play.

[30 marks]
AO4 [4 marks]

Shelagh Delaney: *A Taste of Honey*

or

1 1 How far does Delaney present Peter as a selfish and unpleasant character in *A Taste of Honey*?

Write about:

- what Peter says and does
- how far Delaney presents Peter as a selfish and unpleasant character.

[30 marks]
AO4 [4 marks]

or

1 2 How does Delaney present characters in conflict with each other in *A Taste of Honey*?

Write about:

- characters in conflict with each other
- how Delaney presents characters in conflict with each other.

[30 marks]
AO4 [4 marks]

Turn over for the next question

William Golding: *Lord of the Flies*

or

1 3 How does Golding present the changing relationship between Ralph and Jack in *Lord of the Flies*?

Write about:

- what happens in Ralph and Jack's relationship
- how Golding presents the changing relationship between Ralph and Jack.

[30 marks]
AO4 [4 marks]

or

1 4 How far does Golding use the character of Simon to explore ideas about goodness in *Lord of the Flies*?

Write about:

- what Simon says and does
- how far Golding uses Simon to explore ideas about goodness.

[30 marks]
AO4 [4 marks]

AQA Anthology: *Telling Tales*

or

1 5 How do writers present characters dealing with loss in 'Odour of Chrysanthemums' and in **one** other story from *Telling Tales*?

Write about:

- the characters dealing with loss in the **two** stories
- how the characters are presented.

[30 marks]
AO4 [4 marks]

or

1 6 How do writers present conflict between generations in 'Korea' and in **one** other story from *Telling Tales*?

Write about:

- conflict between generations in the **two** stories
- how conflict is presented.

[30 marks]
AO4 [4 marks]

Turn over for the next question

George Orwell: *Animal Farm*

or

1 7 'In *Animal Farm* Orwell suggests that no society can ever be truly equal.'

How far do you agree with this view of *Animal Farm*?

Write about:

- examples of equality and inequality in the novel
- how far Orwell presents society as unequal in the novel.

[30 marks]
AO4 [4 marks]

or

1 8 How far does Orwell present Napoleon as responsible for the failure of the revolution in *Animal Farm*?

Write about:

- what Napoleon says and does
- how far Orwell presents Napoleon as responsible for the failure of the revolution.

[30 marks]
AO4 [4 marks]

Kit de Waal: *My Name Is Leon*

or

1 9 How does de Waal present the importance of Maureen in Leon's life?

Write about:

- the relationship that Maureen has with Leon
- how de Waal presents the importance of Maureen in Leon's life.

[30 marks]
AO4 [4 marks]

or

2 0 How does de Waal explore ideas about loyalty in *My Name Is Leon*?

Write about:

- examples of characters showing loyalty in the novel
- how de Waal presents ideas about loyalty.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Meera Syal: *Anita and Me*

or

2 1 How far does Syal present Anita as a powerful character in *Anita and Me*?

Write about:

- what Anita says and does in the novel
- how far Syal presents Anita as a powerful character.

[30 marks]
AO4 [4 marks]

or

2 2 How does Syal use the setting of Tollington to explore ideas about how society is changing in *Anita and Me*?

Write about:

- what Tollington is like and what happens there
- how Syal uses Tollington to explore ideas about society changing.

[30 marks]
AO4 [4 marks]

Stephen Kelman: *Pigeon English*

or

2 3 How does Kelman present the effects of violence on Harrison and his community in *Pigeon English*?

Write about:

- the violence in the novel
- how Kelman presents the effects of the violence.

[30 marks]
AO4 [4 marks]

or

2 4 How far does Kelman present Miquita as a frightening and threatening character in *Pigeon English*?

Write about:

- what Miquita says and does
- how far Kelman presents Miquita as a frightening and threatening character.

[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 feelings about growing up in 'Follower' and in **one** other poem from 'Love and relationships'.

[30 marks]

Follower

My father worked with a horse-plough,
His shoulders globed like a full sail strung
Between the shafts and the furrow.
The horse strained at his clicking tongue.

An expert. He would set the wing
And fit the bright steel-pointed sock.
The sod rolled over without breaking.
At the headrig, with a single pluck

Of reins, the sweating team turned round
And back into the land. His eye
Narrowed and angled at the ground,
Mapping the furrow exactly.

I stumbled in his hob-nailed wake,
Fell sometimes on the polished sod;
Sometimes he rode me on his back
Dipping and rising to his plod.

I wanted to grow up and plough,
To close one eye, stiffen my arm.
All I ever did was follow
In his broad shadow round the farm.

I was a nuisance, tripping, falling,
Yapping always. But today
It is my father who keeps stumbling
Behind me, and will not go away.

Seamus Heaney

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 ideas about conflict in 'Exposure' and in **one** other poem from 'Power and conflict'.

[30 marks]

Exposure

Our brains ache, in the merciless iced east winds that knive us ...
Wearied we keep awake because the night is silent ...
Low, drooping flares confuse our memory of the salient ...
Worried by silence, sentries whisper, curious, nervous,
But nothing happens.

Watching, we hear the mad gusts tugging on the wire,
Like twitching agonies of men among its brambles.
Northward, incessantly, the flickering gunnery rumbles,
Far off, like a dull rumour of some other war.
What are we doing here?

The poignant misery of dawn begins to grow ...
We only know war lasts, rain soaks, and clouds sag stormy.
Dawn massing in the east her melancholy army
Attacks once more in ranks on shivering ranks of grey,
But nothing happens.

Sudden successive flights of bullets streak the silence.
Less deadly than the air that shudders black with snow,
With sidelong flowing flakes that flock, pause, and renew,
We watch them wandering up and down the wind's nonchalance,
But nothing happens.

Pale flakes with fingering stealth come feeling for our faces –
We cringe in holes, back on forgotten dreams, and stare, snow-dazed,
Deep into grassier ditches. So we drowse, sun-dozed,
Littered with blossoms trickling where the blackbird fusses.
– Is it that we are dying?

Slowly our ghosts drag home: glimpsing the sunk fires, glozed
With crusted dark-red jewels; crickets jingle there;
For hours the innocent mice rejoice: the house is theirs;
Shutters and doors, all closed: on us the doors are closed, –
We turn back to our dying.

Since we believe not otherwise can kind fires burn;
Nor ever suns smile true on child, or field, or fruit.
For God's invincible spring our love is made afraid;
Therefore, not loath, we lie out here; therefore were born,
For love of God seems dying.

Tonight, this frost will fasten on this mud and us,
Shrivelling many hands, puckering foreheads crisp.
The burying-party, picks and shovels in shaking grasp,
Pause over half-known faces. All their eyes are ice,
But nothing happens.

Wilfred Owen

or

Worlds and lives

The poems you have studied are:

William Wordsworth	Lines Written in Early Spring
Percy Bysshe Shelley	England in 1819
Emily Brontë	Shall earth no more inspire thee
George Eliot	In a London Drawingroom
James Berry	On an Afternoon Train from Purley to Victoria, 1955
Raman Mundair	Name Journeys
Shamshad Khan	pot
Seni Seneviratne	A Wider View
Liz Berry	Homing
Imtiaz Dharker	A century later
Louisa Adjoa Parker	The Jewellery Maker
Raymond Antrobus	With Birds You’re Never Lonely
Roger Robinson	A Portable Paradise
Grace Nichols	Like an Heiress
Caleb Femi	Thirteen

2 7 Compare how poets present the ways places affect people's lives in 'In a London Drawingroom' and in **one** other poem from 'Worlds and lives'.

[30 marks]

In a London Drawingroom

The sky is cloudy, yellowed by the smoke.
For view there are the houses opposite
Cutting the sky with one long line of wall
Like solid fog: far as the eye can stretch
Monotony of surface & of form
Without a break to hang a guess upon.
No bird can make a shadow as it flies,
For all is shadow, as in ways o'erhung
By thickest canvass, where the golden rays
Are clothed in hemp. No figure lingering
Pauses to feed the hunger of the eye
Or rest a little on the lap of life.
All hurry on & look upon the ground,
Or glance unmarking at the passers by
The wheels are hurrying too, cabs, carriages
All closed, in multiplied identity.
The world seems one huge prison-house & court
Where men are punished at the slightest cost,
With lowest rate of colour, warmth & joy.

George Eliot

Turn over for Section C

Section C: Unseen poetry

Answer **both** questions in this section.

The poem 'Table' by Robert Hull has not been reproduced here due to third party copyright restrictions.

2 8 . 1 In 'Table', how does the poet present feelings about home and family?

[24 marks]

Like a Beacon

In London
every now and then
I get this craving
for my mother's food
I leave art galleries
in search of plantains
saltfish/sweet potatoes*

I need this link

I need this touch
of home
swinging my bag
like a beacon
against the cold

*Types of Caribbean food.

Grace Nichols

2 8 . 2 In both 'Like a Beacon' and 'Table' the speakers describe feelings about home and family.

What are the similarities and/or differences between the methods the poets use to present these feelings?

[8 marks]

END OF QUESTIONS

There are no questions printed on this page

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