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# GCSE ENGLISH LITERATURE (8702/2)

## Paper 2 Modern texts and poetry

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Date

Morning

2 hours 15 minutes

### Materials

For this paper you must have:

- An AQA 16-page answer book.

### Instructions

- Answer **one** question from **Section A**, **one** question from **Section B** and **both** questions in **Section C**.
- Write the information required on the front of your answer book.
- Use black ink or black ballpoint pen. Do **not** use pencil.

### 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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**Section A: Modern prose or drama**

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

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**JB Priestley: *An Inspector Calls*****EITHER**

0	1
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How does Priestley present some of the differences between the older and younger generations in *An Inspector Calls*?

Write about:

- how the different generations respond to events and to each other
- how Priestley presents the different generations in the play.

**[30 marks]**  
**AO4 [4 marks]**

**OR**

0	2
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What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

**[30 marks]**  
**AO4 [4 marks]**

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**Willy Russell: *Blood Brothers*****OR****0 3**

How does Russell present some of the differences between social classes in *Blood Brothers*?

Write about:

- how Russell presents some of these differences
- how Russell explores differences between social classes in the play.

**[30 marks]**  
**AO4 [4 marks]**

**OR****0 4**

How does Russell present attitudes towards education in *Blood Brothers*?

Write about:

- what some of the attitudes towards education are
- how Russell presents some of these attitudes by the ways he writes.

**[30 marks]**  
**AO4 [4 marks]**

**Turn over for the next question**

**Alan Bennett: *The History Boys***

OR

0	5
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How does Bennett present attitudes to education in *The History Boys*?

Write about:

- what some of the different attitudes to education are
- how Bennett presents these attitudes in the play.

**[30 marks]**  
**AO4 [4 marks]**

OR

0	6
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'Irwin is the best teacher in *The History Boys*.' Explore how far you agree with this statement.

Write about:

- how Bennett presents Irwin and others' attitudes towards him
- how Bennett uses the character of Irwin to explore some of his ideas about teachers.

**[30 marks]**  
**AO4 [4 marks]**

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**Dennis Kelly: *DNA*****OR****0 7**

'Brian is the real victim of *DNA*.' Explore how far you agree with this statement.

Write about:

- how Kelly presents the character of Brian
- how Kelly uses the character of Brian to explore some of his ideas.

**[30 marks]**  
**AO4 [4 marks]**

**OR****0 8**

Who do you think is the kindest character in *DNA*?

Write about:

- how Kelly presents your chosen character
- how Kelly uses your chosen character to explore some of his ideas.

**[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 as a typical teenager in *The Curious Incident of the Dog in the Night-Time*?

Write about:

- the ways Christopher behaves as a typical teenager
- how Stephens presents Christopher in the play.

**[30 marks]**  
**AO4 [4 marks]**

**OR****1 0**

How does Stephens present characters dealing with loneliness in *The Curious Incident of the Dog in the Night-Time*?

Write about:

- how some of the characters deal with loneliness
- how Stephens presents these characters dealing with loneliness.

**[30 marks]**  
**AO4 [4 marks]**



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**Shelagh Delaney: *A Taste of Honey*****OR**

1	1
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In Scene 1 of *A Taste of Honey*, Jo says: 'Always before when I've tried to fix up a window box nothing's ever grown in it.'

How does Delaney explore attitudes towards the future in *A Taste of Honey*?

Write about:

- some of the attitudes towards the future in the play
- how Delaney presents these attitudes by the ways she writes.

**[30 marks]**  
**AO4 [4 marks]**

**OR**

1	2
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How does Delaney present some of the differences between Geof and other members of society in *A Taste of Honey*?

Write about:

- how Delaney presents Geof as different to other members of society
- how Delaney uses the character of Geof to explore ideas about difference in *A Taste of Honey*.

**[30 marks]**  
**AO4 [4 marks]**

**Turn over for the next question**

**William Golding: *Lord of the Flies*****OR**

1	3
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How does Golding use the island to explore some of his ideas in *Lord of the Flies*?

Write about:

- how Golding presents the island
- how Golding uses the island to explore ideas about society and people.

**[30 marks]**  
**AO4 [4 marks]**

**OR**

1	4
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At the start of *Lord of the Flies*, Piggy asks Ralph: 'Aren't there any grown-ups at all?'

How does Golding present ideas about being a 'grown-up' in *Lord of the Flies*?

Write about:

- what some of the ideas about being a 'grown-up' are
- how Golding presents these ideas by the ways he writes.

**[30 marks]**  
**AO4 [4 marks]**

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**AQA Anthology: *Telling Tales*****OR**

1	5
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How do writers present family relationships in 'Chemistry' and in one other story from *Telling Tales*?

Write about:

- some of the family relationships that are presented in the two stories
- how writers present these relationships by the ways they write.

**[30 marks]**  
**AO4 [4 marks]**

**OR**

1	6
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How do writers present characters dealing with being an outsider in 'My Polish Teacher's Tie' and in one other story from *Telling Tales*?

Write about:

- some of the ideas about being an outsider that are presented in the two stories
- how writers present these ideas by the ways they write.

**[30 marks]**  
**AO4 [4 marks]**

**Turn over for the next question**

**George Orwell: *Animal Farm*****OR**

1	7
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In *Animal Farm*, Boxer says 'I must work harder'. How does Orwell explore attitudes towards work in *Animal Farm*?

Write about:

- how Orwell presents some of the attitudes towards work
- how Orwell uses these attitudes to explore ideas about society.

**[30 marks]**  
**AO4 [4 marks]**

**OR**

1	8
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Who do you think is the most powerful character in *Animal Farm*?

Write about:

- what your chosen character says and does and how they are powerful
- how Orwell presents your chosen character.

**[30 marks]**  
**AO4 [4 marks]**

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**Kazuo Ishiguro: *Never Let Me Go*****OR****1 9**

*Never Let Me Go* has been described as ‘a story about lies and deceit’. To what extent do you agree with this view?

Write about:

- how Ishiguro presents lies and deceit
- how Ishiguro uses lies and deceptions to explore some of his ideas about people.

**[30 marks]**  
**AO4 [4 marks]**

**OR****2 0**

How does Ishiguro use the character of Kathy to explore ideas about kindness in *Never Let Me Go*?

Write about:

- how Ishiguro presents Kathy
- how Ishiguro uses Kathy to explore some of his ideas.

**[30 marks]**  
**AO4 [4 marks]**

**Turn over for the next question**

**Meera Syal: *Anita and Me*****OR**

2	1
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How does Syal present cultural differences in *Anita and Me*?

Write about:

- what some of the cultural differences are
- how Syal presents some of these differences.

**[30 marks]**  
**AO4 [4 marks]**

**OR**

2	2
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Is Meena a 'good' daughter?

Write about:

- how Syal presents Meena as a daughter
- how Syal uses Meena to explore ideas about being a daughter.

**[30 marks]**  
**AO4 [4 marks]**

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**Stephen Kelman: *Pigeon English*****OR****2 3**

In *Pigeon English*, Harrison says: 'The buildings are all mighty around here. My tower is as high as the lighthouse at Jamestown'.

How does Kelman present Harrison's attitude towards where he lives?

Write about:

- what Harrison says about where he lives
- how Kelman presents Harrison's attitude towards where he lives.

**[30 marks]**  
**AO4 [4 marks]**

**OR****2 4**

How does Kelman present the effects of conflict on people in *Pigeon English*?

Write about:

- some of the effects of conflict that are presented in the novel
- how Kelman presents these effects by the ways he writes.

**[30 marks]**  
**AO4 [4 marks]**

**Turn over for Section B**

**Section B: Poetry**

Answer **one** question from this section.

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**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
Charlotte Mew	The Farmer's Bride
C Day Lewis	Walking Away
Maura Dooley	Letters From Yorkshire
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 romantic love in 'Sonnet 29' by Elizabeth Barrett Browning and in **one** other poem from 'Love and relationships'.

**[30 marks]****Sonnet 29 – 'I think of thee!'**

I think of thee! – my thoughts do twine and bud  
About thee, as wild vines, about a tree,  
Put out broad leaves, and soon there 's nought to see  
Except the straggling green which hides the wood.  
5 Yet, O my palm-tree, be it understood  
I will not have my thoughts instead of thee  
Who art dearer, better! Rather, instantly  
Renew thy presence; as a strong tree should,  
Rustle thy boughs and set thy trunk all bare,  
10 And let these bands of greenery which insphere thee  
Drop heavily down, – burst, shattered, everywhere!  
Because, in this deep joy to see and hear thee  
And breathe within thy shadow a new air,  
I do not think of thee – I am too near thee.

*Elizabeth Barrett Browning*

**Turn over for the question on the Power and conflict cluster**

**OR**

**Power and conflict**

The poems you have studied are:

Percy Bysshe Shelley  
William Blake  
William Wordsworth  
Robert Browning  
Alfred Lord Tennyson  
Wilfred Owen  
Seamus Heaney  
Ted Hughes  
Simon Armitage  
Jane Weir  
Carol Ann Duffy  
Imtiaz Dharker  
Carol Rumens  
Beatrice Garland  
John Agard

Ozymandias  
London  
The Prelude: stealing the boat  
My Last Duchess  
The Charge of the Light Brigade  
Exposure  
Storm on the Island  
Bayonet Charge  
Remains  
Poppies  
War Photographer  
Tissue  
The émigree  
Kamikaze  
Checking Out Me History

2	6
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Compare the ways poets present the power of the natural world in 'Storm on the Island' and in one other poem from 'Power and conflict'.

[30 marks]

**Storm on the Island**

We are prepared: we build our houses squat,  
Sink walls in rock and roof them with good slate.  
This wizened earth has never troubled us  
With hay, so, as you see, there are no stacks  
5 Or stooks that can be lost. Nor are there trees  
Which might prove company when it blows full  
Blast: you know what I mean – leaves and branches  
Can raise a tragic chorus in a gale  
So that you listen to the thing you fear  
10 Forgetting that it pummels your house too.  
But there are no trees, no natural shelter.  
You might think that the sea is company,  
Exploding comfortably down on the cliffs  
But no: when it begins, the flung spray hits  
15 The very windows, spits like a tame cat  
Turned savage. We just sit tight while wind dives  
And strafes invisibly. Space is a salvo,  
We are bombarded with the empty air.  
Strange, it is a huge nothing that we fear.

*Seamus Heaney*

**Turn over for Section C**

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**Section C: Unseen poetry**

Answer **both** questions in this section.

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**How to Leave the World that Worships *Should***

Let faxes butter-curl on dusty shelves.  
Let junkmail build its castles in the hush  
of other people's halls. Let deadlines burst  
and flash like glorious fireworks somewhere else.

5 As hours go softly by, let others curse  
the roads where distant drivers queue like sheep.  
Let e-mails fly like panicked, tiny birds.  
Let phones, unanswered, ring themselves to sleep.

10 Above, the sky unrolls its telegram,  
immense and wordless, simply understood:  
you've made your mark like birdtracks in the sand -  
now make the air in your lungs your livelihood.  
See how each wave arrives at last to heave  
itself upon the beach and vanish. Breathe.

*Ros Barber*

2	7	.	1
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In 'How to Leave the World that Worships *Should*,' how does the poet present ideas about the way we live and work in the modern world?

**[24 marks]**

**The Rich Eat Three Full Meals**

The rich eat three full meals, the poor two small bowls  
But peace is what matters.  
Thirsty, I drink sweet plum tea;  
Warm, I lie in the shade, in the breeze;  
5 My paintings are mountains and rivers all around me,  
My damask, embroidered, the grass.  
I rest at night, rest easy,  
Am awake with the sun  
And enjoying Heaven's heaped-up favours.

*Nguyen Binh Khiem*

2	7	.	2
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In both 'The Rich Eat Three Full Meals' and 'How to Leave the World that Worships *Should*' the speakers describe attitudes towards the world around us.

What are the similarities and/or differences between the ways the poets present these attitudes?

**[8 marks]**

**END OF QUESTIONS**

**There are no questions printed on this page.**

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