
GCSE

ENGLISH LITERATURE

Paper 2 Modern Texts and Poetry

Date Morning Time allowed: 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.
- 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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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 present Gerald's relationships with women in *An Inspector Calls*?

Write about:

- the way Gerald treats women in the play
- how Priestley presents Gerald's relationships with women.

[30 marks]
AO4 [4 marks]

Or

0	2
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How does Priestley use Eva Smith to represent poverty in *An Inspector Calls*?

Write about:

- what Eva's life is like in the play
- how Priestley uses Eva to represent the lives of poor people.

[30 marks]
AO4 [4 marks]

Willy Russell: *Blood Brothers***Or**

0	3
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How far does Russell present Mickey as a likeable character?

Write about:

- what Mickey says and does in the play
- how far Russell presents Mickey as likeable.

[30 marks]
AO4 [4 marks]

Or

0	4
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How does Russell suggest that what happens to Mickey and Edward throughout the play is unavoidable?

Write about:

- what happens to Mickey and Edward
- how Russell presents what happens to Mickey and Edward as unavoidable.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Turn over ►

Alan Bennett: *The History Boys***Or****0 | 5**How far does Bennett present Hector as a good teacher in *The History Boys*?

Write about:

- what Hector says and does and what others say about him as a teacher in the play
- how far Bennett presents Hector as a good teacher.

[30 marks]
AO4 [4 marks]**Or****0 | 6**How does Bennett present the Headmaster's views about education in *The History Boys*?

Write about:

- what the Headmaster says about education and how he behaves in the play
- how Bennett presents the Headmaster and his views.

[30 marks]
AO4 [4 marks]

Dennis Kelly: *DNA***Or****0 | 7**

How does Kelly present the ways at least one character tries to gain power over the group?

Write about:

- what your chosen character(s) say and do to gain power
- how Kelly presents your chosen character(s).

[30 marks]
AO4 [4 marks]

Or**0 | 8**

How does Kelly present the reactions of the gang members to Adam's suffering in *DNA*?

Write about:

- what the gang members say about, and to, Adam
- how Kelly presents the gang members' reactions in the play.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Turn over ►

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

Or

0	9
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How does Stephens present Christopher's reactions towards **at least one** character that he talks to in the play?

Write about:

- what Christopher says and does when he talks to your chosen character(s)
- how Stephens presents Christopher's reactions in these situations.

[30 marks]
AO4 [4 marks]

Or

1	0
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'*The Curious Incident of the Dog in the Night-Time* is a detective story with Christopher as the detective'.

How far do you agree with this view of the play?

Write about:

- some of the things that Christopher says and does
- how far Stephens presents the play as a detective story.

[30 marks]
AO4 [4 marks]

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

1	1
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How far do you agree that 'Helen is not a good mother'?

Write about:

- what Helen says and does which might be seen as 'not a good mother'
- how Delaney presents Helen throughout the play.

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

1	2
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How does Delaney present characters who show a lack of responsibility? Write about at least one character.

Write about:

- what your chosen character(s) say and do which can be seen as lacking responsibility throughout the play
- how Delaney presents character(s) as lacking responsibility.

[30 marks]**AO4 [4 marks]****Turn over for the next question****Turn over ►**

William Golding: *Lord of the Flies***Or****1 | 3**

How far does Golding present Jack as responsible for what happens to the boys on the island?

Write about:

- what Jack says and does
- how far Golding presents Jack as responsible for what happens.

[30 marks]
AO4 [4 marks]

Or**1 | 4**

'In *Lord of the Flies* Golding presents a depressing view of human society.'

How far do you agree with this view of the novel?

Write about:

- what Golding suggests about human society in the novel
- how Golding presents human society.

[30 marks]
AO4 [4 marks]

AQA Anthology: 'Telling Tales'

Or

1	5
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How do writers present tension between people in 'The Darkness Out There' and in **one** other story from *Telling Tales*?

Write about:

- tense relationships in the **two** stories
- how the writers present tension between people.

[30 marks]
AO4 [4 marks]

Or

1	6
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How do writers present young people dealing with change in 'Chemistry' and in **one** other story from *Telling Tales*?

Write about:

- the changes the young people face in the **two** stories
- how the writers present young people dealing with change.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Turn over ►

George Orwell: *Animal Farm***Or****1 | 7**

How does Orwell present the importance of the human characters on the farm?

Write about:

- the ways human characters affect what happens on the farm
- how Orwell presents the importance of the human characters.

**[30 marks]
AO4 [4 marks]****Or****1 | 8**How does Orwell present ideas about inequality in *Animal Farm*?

Write about:

- what happens in the novel that suggests inequality
- how Orwell presents ideas about inequality.

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

Kazuo Ishiguro: *Never Let Me Go*

Or

1	9
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How does Ishiguro present Hailsham as a mysterious place in *Never Let Me Go*?

Write about:

- what happens in Hailsham that might be considered mysterious
- how Ishiguro presents Hailsham as mysterious.

[30 marks]
AO4 [4 marks]

Or

2	0
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How far does Ishiguro present Tommy as an isolated character in *Never Let Me Go*?

Write about:

- what happens in the novel that might suggest Tommy is an isolated character
- how far Ishiguro presents Tommy as an isolated character.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Turn over ►

Meera Syal: *Anita and Me***Or**

2	1
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How far does Syal present the character of Anita as someone to be admired in *Anita and Me*?

Write about:

- what Anita says and does in the novel
- how far Syal presents Anita as someone to be admired.

[30 marks]
AO4 [4 marks]

Or

2	2
---	---

How does Syal present ideas about friendship in *Anita and Me*?

Write about:

- friendships that are shown in the novel
- how Syal presents these friendships in the novel.

[30 marks]
AO4 [4 marks]

Stephen Kelman: *Pigeon English*

Or

2	3
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How does Kelman present the ways society treats young people in *Pigeon English*?

Write about:

- what happens to young people in the novel
- how Kelman presents the ways society treats young people.

[30 marks]
AO4 [4 marks]

Or

2	4
---	---

How does Kelman present Harrison's family life in *Pigeon English*?

Write about:

- what Harrison and his family say and do
- how Kelman presents Harrison's family life.

[30 marks]
AO4 [4 marks]

Turn over for Section B**Turn over ►**

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 strong connections between people in 'Letters from Yorkshire' and in **one** other poem from 'Love and Relationships'.

Letters from Yorkshire

In February, digging his garden, planting potatoes,
he saw the first lapwings return and came
indoors to write to me, his knuckles singing

5 as they reddened in the warmth.
It's not romance, simply how things are.
You are there, in the cold, seeing the seasons

turning, me with my heartful of headlines
feeding words onto a blank screen.
Is your life more real because you dig and sow?

10 You wouldn't say so, breaking ice on a waterbutt,
clearing a path through snow. Still, it's you
who sends me word of that other world

15 pouring air and light into an envelope. So that
at night, watching the same news in different houses,
our souls tap out messages across the icy miles.

Maura Dooley

[30 marks]

Turn over for the question on the Power and conflict cluster

Turn over ►

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
John Agard
Beatrice Garland

Ozymandias
London
Extract from, The Prelude
My Last Duchess
The Charge of the Light Brigade
Exposure
Storm on the Island
Bayonet Charge
Remains
Poppies
War Photographer
Tissue
The Emigrée
Checking Out Me History
Kamikaze

2 | 6

Compare how poets present the effects of conflict on people in 'Poppies' and in **one** other poem from 'Power and conflict'.

Poppies

5 Three days before Armistice Sunday
 and poppies had already been placed
 on individual war graves. Before you left,
 I pinned one onto your lapel, crimped petals,
 spasms of paper red, disrupting a blockade
 of yellow bias binding around your blazer.

10 Sellotape bandaged around my hand,
 I rounded up as many white cat hairs
 as I could, smoothed down your shirt's
 upturned collar, steeled the softening
 of my face. I wanted to graze my nose
 across the tip of your nose, play at
 being Eskimos like we did when
 you were little. I resisted the impulse
 15 to run my fingers through the gelled
 blackthorns of your hair. All my words
 flattened, rolled, turned into felt,

20 slowly melting. I was brave, as I walked
 with you, to the front door, threw
 it open, the world overflowing
 like a treasure chest. A split second
 and you were away, intoxicated.
 After you'd gone I went into your bedroom,
 released a song bird from its cage.

25 Later a single dove flew from the pear tree,
 and this is where it has led me,
 skirting the church yard walls, my stomach busy
 making tucks, darts, pleats, hat-less, without
 a winter coat or reinforcements of scarf, gloves.

30 On reaching the top of the hill I traced
 the inscriptions on the war memorial,
 leaned against it like a wishbone.
 The dove pulled freely against the sky,
 An ornamental stitch. I listened, hoping to hear
 35 your playground voice catching the wind.

Jane Weir

[30 marks]

Turn over for Section C

Turn over ►

Section C: Unseen poetry

Answer **both** questions in this section.

Children's Song

We live in our own world,
A world that is too small
For you to stoop and enter
Even on hands and knees,
5 The adult subterfuge*.
And though you probe and pry
With analytic eye,
And eavesdrop all our talk
With an amused look,
10 You cannot find the centre
Where we dance, where we play,
Where life is still asleep
Under the closed flower,
Under the smooth shell
15 Of eggs in the cupped nest
That mock the faded blue
Of your remoter heaven.

RS Thomas

*subterfuge – deception

2	7	.	1
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In 'Children's Song' how does the poet present the ways children see their own secret world?

[24 marks]

Lullaby

Sleep little baby, clean as a nut,
Your fingers uncurl and your eyes are shut.
Your life was ours, which is with you.
Go on your journey. We go too.

5 The bat is flying round the house
Like an umbrella turned into a mouse.
The moon is astonished and so are the sheep.
Their bells have come to send you to sleep.

10 Oh be our rest, our hopeful start.
Turn your head to my beating heart.
Sleep little baby, clean as a nut,
Your fingers uncurl and your eyes are shut.

John Fuller

2	7	.	2
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In both 'Lullaby' and 'Children's Song' the speakers describe attitudes towards childhood.

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

[8 marks]**END OF QUESTIONS**

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