

Modified Enlarged 36pt

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Monday 22 November 2021 – Morning

GCSE English Literature

J352/21 Poetry across time

**Time allowed: 1 hour 15 minutes
plus your additional time allowance**

**YOU MUST HAVE:
the OCR 12-page Answer Booklet**
**DO NOT USE:
copies of the texts**

READ INSTRUCTIONS OVERLEAF



INSTRUCTIONS

Use black ink.

Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.

Fill in the boxes on the front of the Answer Booklet.

All the questions have TWO parts, (a) and (b). Answer BOTH parts of the question.

INFORMATION

The total mark for this paper is 40.

The marks for each question are shown in brackets [].

ADVICE

Read each question carefully before you start your answer.

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POETRY ACROSS TIME

Answer BOTH parts of the question on the poetry cluster you have studied.

1 Love and Relationships

Read the two poems below and then answer BOTH PART a) AND PART b).

You are advised to spend about 45 minutes plus your additional time allowance on part a) and 30 minutes plus your additional time allowance on part b).

- a) Compare how these poems present happy relationships.**

You should consider:

**ideas and attitudes in each poem
tone and atmosphere in each poem
the effects of the language and
structure used. [20]**

AND

- b) Explore in detail how ONE other poem from your anthology presents feelings of joy in love. [20]**

‘Bright Star’ by John Keats

1 Bright star, would I were stedfast as thou art—
Not in lone splendour hung aloft the night
And watching, with eternal lids apart,
Like nature’s patient, sleepless Eremite,
5 The moving waters at their priestlike task
Of pure ablution round earth’s human shores,
Or gazing on the new soft-fallen mask
Of snow upon the mountains and the moors—
6 No—yet still stedfast, still unchangeable,
10 Pillow’d upon my fair love’s ripening breast,
To feel for ever its soft fall and swell,
Awake for ever in a sweet unrest,
Still, still to hear her tender-taken breath,
And so live ever—or else swoon to death.

‘The Orange’ by Wendy Cope

**1 At lunchtime I bought a huge orange –
The size of it made us all laugh.
I peeled it and shared it with Robert and Dave –
They got quarters and I had a half.**

**5 And that orange, it made me so happy,
As ordinary things often do
Just lately. The shopping. A walk in the park.
This is peace and contentment. It’s new.**

**10 The rest of the day was quite easy.
I did all the jobs on my list
And enjoyed them and had some time over.
I love you. I’m glad I exist.**

2 CONFLICT

Read the two poems below and then answer BOTH PART a) AND PART b).

You are advised to spend about 45 minutes plus your additional time allowance on part a) and 30 minutes plus your additional time allowance on part b).

- a) Compare how these poems present the widespread effects of conflict.**

You should consider:

**ideas and attitudes in each poem
tone and atmosphere in each poem
the effects of the language and
structure used. [20]**

AND

- b) Explore in detail ONE other poem from your anthology which presents conflict damaging the lives of people not directly involved. [20]**

‘Vergissmeinnicht’ by Keith Douglas

**1 Three weeks gone and the combatants gone
returning over the nightmare ground
we found the place again, and found
the soldier sprawling in the sun.**

**5 The frowning barrel of his gun
overshadowing. As we came on
that day, he hit my tank with one
like the entry of a demon.**

9

**10 Look. Here in the gunpit spoil
the dishonoured picture of his girl
who has put: Steffi. Vergissmeinnicht.
in a copybook gothic script.
We see him almost with content,
abased, and seeming to have paid**

**15 and mocked at by his own equipment
that's hard and good when he's decayed.**

**But she would weep to see today
how on his skin the swart flies move;
the dust upon the paper eye
20 and the burst stomach like a cave.**

**For here the lover and killer are mingled
who had one body and one heart.
And death who had the soldier singled
10 has done the lover mortal hurt.**

‘The Son’ by Clifford Dymont

**1 I found the letter in a cardboard box,
Unfamous history. I read the words.
The ink was frail and brown, the paper dry
After so many years of being kept.
5 The letter was a soldier’s, from the front—
Conveyed his love and disappointed hope
Of getting leave. It’s cancelled now, he wrote.
My luck is at the bottom of the sea.**

11

**Outside the sun was hot; the world looked bright;
10 I heard a radio, and someone laughed.
I did not sing, or laugh, or love the sun,
Within the quiet room I thought of him,
My father killed, and all the other men,
Whose luck was at the bottom of the sea.**

3 YOUTH AND AGE

Read the two poems below and then answer BOTH PART a) AND PART b).

You are advised to spend about 45 minutes plus your additional time allowance on part a) and 30 minutes plus your additional time allowance on part b).

- a) Compare how these poems present relationships between parents and children.**

You should consider:

**ideas and attitudes in each poem
tone and atmosphere in each poem
the effects of the language and
structure used. [20]**

AND

- b) Explore in detail ONE other poem from your anthology which presents happy feelings within a relationship between youth and age. [20]**

‘Farther’ by Owen Sheers

**1 I don’t know if the day after Boxing Day has a name
but it was then we climbed the Skirrid again,
choosing the long way round,
through the wood, simplified by snow,
5 along the dry stone wall, its puzzle solved by moss
and out of the trees into that cleft of earth
split they say by a father’s grief
at the loss of his son to man.
13 We stopped there at an altar of rock and rested,
10 watching the dog shrink over the hill before
continuing ourselves,
finding the slope steeper than expected.
A blade of wind from the east
and the broken stone giving under our feet
15 with the sound of a crowd sighing.
Half way up and I turned to look at you,
your bent head the colour of the rocks,**

your breath reaching me, short and sharp and solitary,
and again I felt the tipping in the scales of us,
the intersection of our ages.
The dog returns having caught nothing but his own
tongue
and you are with me again, so together we climbed to
the top
and shared the shock of a country unrolled before us,
the hedged fields breaking on the edge of Wales.
Pulling a camera from my pocket I placed it on the trig
point
and leant my cheek against the stone to find you in its
frame,
before joining you and waiting for the shutter's blink
that would tell me I had caught this:
the sky rubbed raw over the mountains,
us standing on the edge of the world, together against
the view
and me reaching for some kind of purchase

**or at least a shallow handhold in the thought
that with every step apart, I'm another closer to you.**

‘My Angels’ by Sara E Faircloth

**1 As a child safe within the warmness of your embrace
Protected from the cold careless world outside
Through all the trials and tribulations that I would face
I knew that under your wings I could run and hide**

**5 You have shown understanding and compassion
throughout the years
That ultimately would make me the person I should be
After all the smiles and through all the tears
I was then blind, but now I finally see**

**10 I have two angels who have fallen from the sky
Who would lift me up when I was down?
To fix my wings when I couldn’t fly
And to replace the smile that once was a frown
You’ve wiped my tears with your gentle hand**

**15 Reassuring me that everything was going to be okay
I knew that no one else could ever understand
I could read your expression, you didn’t have to say**

**I wish to be that child once more
But life goes on and I will stand tall
20 So when you need an angel, just knock on the door
And I will be your feet if ever you should fall**

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