



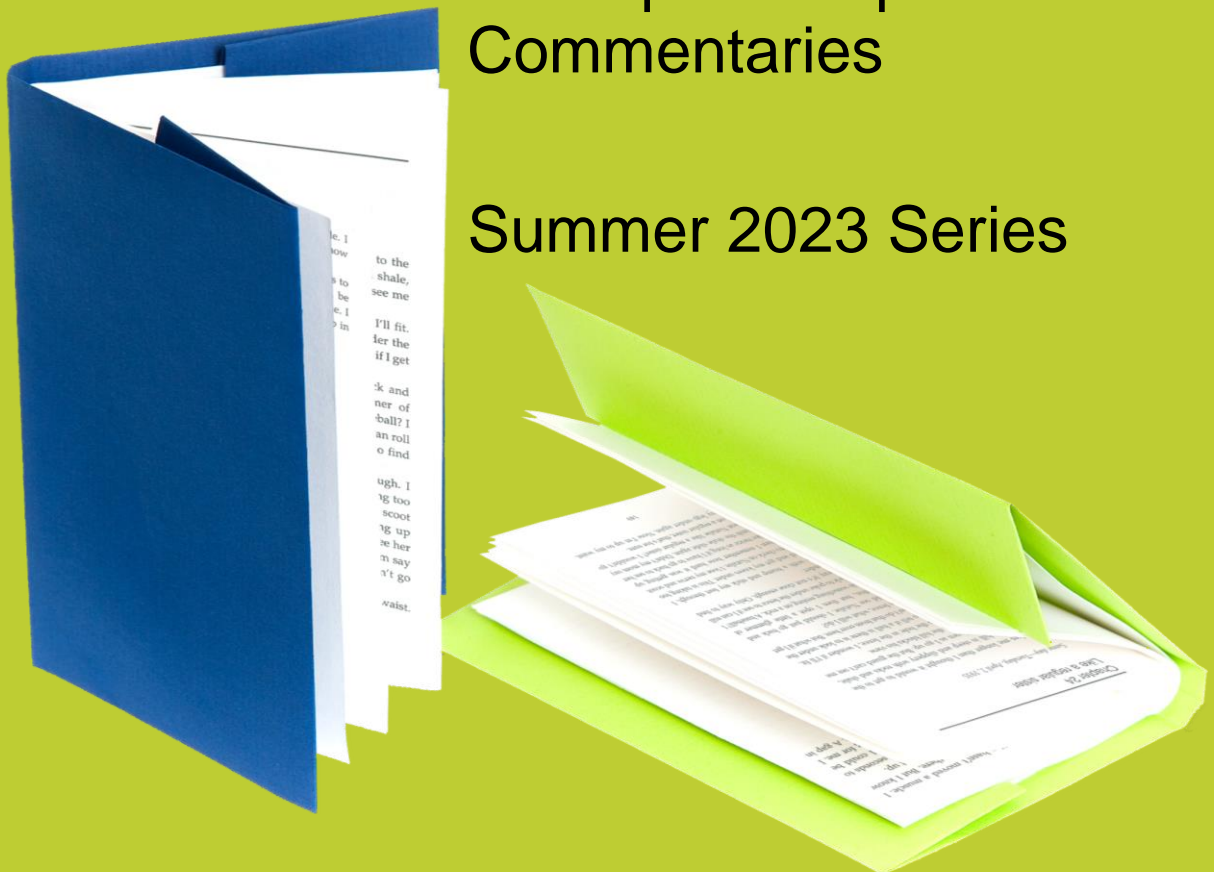
Pearson  
Edexcel

# GCSE (9-1) English Literature

Paper 2: Section B – Poetry since 1789  
(1ET0/02)

Exemplar Scripts and  
Commentaries

Summer 2023 Series





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## Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Literature Paper 2: Section B – Poetry since 1789 (1ET0/02).
- The responses in this pack were taken from the Summer 2023 examination series. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on 0333 016 4120 or [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)



## Section B, Part 1: Poetry Anthology

### Question 8: Relationships

#### Script 1

Chosen question number: **Question 8**  **Question 9**  **Question 10**   
**Question 11**

My last duchess and I wanna be yours

Both poems are both ~~about~~ about people who are important. In poem 1 it is more formal as in the name it has capital letters this may imply that the writer is trying to convince her. Where as in Poem 2 it is informal this may imply that the writer does not care about if it is formal or not. This may imply both poets are caring and seeking love.

Both Poems have a Rhyme scheme but are different in Poem 1 it has a AABBC. Where as in Poem 2 it has a ABAB rhyme scheme. Having a rhyme scheme is important for these relationship poems because it emphasises the poets feelings to show how much feelings and emotions the writer has.

#### Examiner comment and mark:

This is a short response that compares *My Last Duchess* with *i wanna be yours*. The candidate suggests that both poems are about 'important others', and comments are made about formal and informal language and structure. There is little here and the points are rather vague. There are no examples from either poem, but this just slips in to Level 2, 'some'.

#### Level 2 - 5 marks



## Script 2

Chosen question number: **Question 8**  **Question 9**  **Question 10**   
**Question 11**

In My last Duchess and The manhunt they both present memories. Although in My last Duchess it has a very regular structure (AABBCC) presenting how in 1842 love was perfect and people thought of it as being very idealistic. In my last duchess it presents the fact that the king (Ferrara) ~~did~~ misses his wife but will still continue to have many more. In The manhunt the poem is irregular this presents how Simone Armatige came home from war <sup>twice</sup> and came back with PTSD and his wife was trying to connect with him again. The irregular structure presents how eventhough in the early-mid 1900 coming home with PTSD was a 'normal' ish thing from the war she finds it hard to re connect and find her husband again.

Another difference between my last duchess and manhunt is the type of 'loss' they are grieving and the memorys they are trying to remember. In manhunt Armitage uses a symantic field of Army and war throught his poem.



Using words like "unexploded" "mine" "troops" "parashuit" this is presenting how although the poem is based on his wife trying to ~~find~~ talk to him after coming home from war there is an underlining problem that is always in the back of his mind of his PTSD. The Semantic field presents how he cannot get it of his mind and he doesn't think about anything else. The quote 'unexploded mine' presents how his wife is just waiting for him to set off and everything that he has been through to come out. The word 'unexploded' is a very negative word referring to the fact that it will explode - at some point it just hasn't yet. Although in my last duches there is a semantic field it is not on war it is on the love and beauty of his dead wife. "wonder" "earnest glance" this presents how he was mesmerized by his wife and her beauty. It also presents the pain within him that she is not with him anymore as he has got this painting to remember her by.

A similarity between my last duches and the manhunt is the love between the two couples. Even though in the manhunt she feels she has lost the relationship between them now that he has returned back from war. She is still wanting to care for him and talk to him. The similitude



"like a river stream down his face" presents how she is noticing everything different about him as she knows him so well. The noun 'lover' presents how their relationship is like a river and they are just trying to make it the same again. Similarly within my last duchess ~~it is~~ Browning also discusses the love for each other "Then all smiles stopped ~~stage~~ together" this represents how when she died so did he inside. How her death really hurt him and she took away his smile. The word "<sup>together</sup> ~~stopped~~" presents how they did it all together and he is heartbroken over the fact that she is gone.

**Examiner comment and mark:**

In this response, the candidate compares *My Last Duchess* with *The Manhunt*. The candidate makes some relevant points in relation to the chosen second poem, but there is a misreading of *My Last Duchess*. There are contextual comments, but there are inaccuracies within them, such as suggesting Armitage returned from war. There is some attempt to explore language, such as the use of semantic fields of army and war, negative words, simile and noun. There are some relevant contextual comments. This just slips into Level 3 for *The Manhunt* and despite the inaccuracies in relation to *My Last Duchess*.

**Level 3 - 10 marks**



## Question 9: Conflict

### Script 1

Chosen question number: **Question 8**  **Question 9**  **Question 10**   
**Question 11**

Sitting together are presented like two poems, "I was a George  
reiter. Harkened by sun and air. Contented with my change-matter"  
This shows us what George is sitting together in the relationship with  
George's friends. This takes us back to the question which is to ask  
how sitting together are presented and this is one of them.

#### Examiner comment and mark:

This very short response is difficult to read but is included here to illustrate a rubric infringement (where the rule of the question has not been met). One example from *Cousin Kate* is included and the question is used to frame it. As there is only the one comment about the named poem and another is not mentioned, this can only be given a low mark in Level 1.

#### Level 1 - 2 marks





In the end his foe ends up dying beneath the tree.

Both of the poems show anger towards another person, very strong feelings of anger. Both the poems are based on someone they hate. In 'A Poison Tree' they are unnamed but in 'Cousin Kate' it is her cousin.

In Cousin Kate the structure of the poem is like a song a very fast song all the way throughout. It has so full sentences all throughout with lots of grammar and punctuation.

In 'A Poison Tree' it is set out in <sup>Stanzas</sup> ~~Six~~ structure which is 4 stanzas and 4 lines on them. This is set out like a nursery rhyme which could be with the intent to make it more rememberable. Also there is 4 stanzas which could mean 4 periods of time for example a stanza a season of the year which could locate the tree growing or his anger growing.

#### Examiner comment and mark:

The candidate compares *Cousin Kate* with *A Poison Tree*. The response becomes a little narrative in places and only one example from each poem is provided. There is some attempt to explore structure and there is some understanding of both poems. The lack of context means the mark cannot be placed at the top of the level. There is 'some' here.

#### Level 2 - 7 marks



### Script 3

Chosen question number: **Question 8**  **Question 9**  **Question 10**

**Question 11**

Both Cousin Kate and The Class Game present anger.

In 'Cousin Kate', the speaker is jealous that her cousin is married to the man she loved and is angry because of this. She announces that he "chose you and cast me by", the verb "cast" ~~shows~~ suggests that he got rid of her and didn't think it was a thoughtless action that happened quickly. She also claims that, had he chosen her instead, she would have not fallen in love with him or married him but rather "spit in his face". This makes it apparent that she feels anger towards the 'great lord' as well as her cousin since he made her his 'plaything', suggesting he had no interest in her, and then ~~changed me like~~ "changed her like a glove" once he found Kate; as if she were an ~~old~~ object rather than a person.

In 'The Class Game', the speaker feels angry that they are being judged based on their social class and where they are from rather than for



who they are as a person. In the poem, the speaker repeatedly ~~asks~~ asks "how can you tell what class I'm from". This repetition causes the tone of the question to become ~~challenging~~ aggressive, as if they are challenging the person they may be talking to. The speaker repeatedly asks if this judgement of ~~statement~~ status comes from the way they ~~sp~~ speak: "I say 'tara' to my 'ma'" or because of other factors: "did I drop my unemployment card". They are attempting to force the other person to give valid reasoning for judging them.

At the end of the poem, the speaker asks "why do you care what class I'm from" which is different from the other times this question is asked because it is asking "why do you care". This more annoyed, angered tone ~~show~~ suggests that they are angry at people for only seeing them for how much money they have.

### Examiner comment and mark:

The candidate compares *Cousin Kate* with *The Class Game*. Some points are made for each poem, such as the jealousy of the thoughtless cousin, anger at the lord and being treated like an object rather than a person in *Cousin Kate*, and the aggressive, challenging tone of *The Class Game*. An understanding of the poems is demonstrated, and some techniques are identified, such as verbs, repetition and tone. The lack of explicit comparisons (except for the initial 'Both') and contextual comment keeps the mark lower in the level.

### Level 3 - 10 marks



## Script 4

Chosen question number: **Question 8**  **Question 9**  **Question 10**   
**Question 11**

Both Cousin Kate and No problem express strong feelings on their own personal problems. In ~~both~~ <sup>both</sup> both poems, the troubles they feel are caused by other people.

In Cousin Kate, the writer Christina Rossetti expresses being used and disregarded after her role has been fulfilled. This can be seen when it states "He saw you at your ~~at your~~ father's gate, ~~and~~ chase you, and cast me by." The writer's use of caesura truly highlights her points and calls upon the audience to think more carefully on their actions and how it impacts people. This similarly compares to the poem "No problem;" by Benjamin Zephaniah, in which the writer describes his personal ~~spiral~~ experience with racism in the past and even now how it limits people. This idea of limitation due to race can be seen when he says "You put me in a pigeon hole." This metaphor emphasises his lack of choices compared to others and suggests ~~that~~ he was treated in a inhumane manner through the reference of 'pigeon hole,' which creates unsettling imagery and discomfort due to the small ~~size~~ <sup>size</sup> size.



## a f <sup>a</sup> pigeon

In 'Course Kate', the writer uses repetition to show confusion as to why this problem happened to her. This can be upheld through the <sup>repetition</sup> ~~repetition~~ of "Why did a great Lord find me out?" This rhetorical question highlights a key message to the audience, which suggests you should always think through something before stupidly accepting it. ~~This~~ ~~is~~ However, this confusion is <sup>not</sup> reciprocated through 'No problem' as the writer knows exactly why he's being discriminated against. In the poem, Zephaniah says "Black is not the problem, Mother: <sup>Country</sup> ~~Country~~ get it right." This <sup>explicitly</sup> ~~explicitly~~ states the problem of his ~~to~~ experience, his race. The name 'Mother' suggests to the reader that the writer loves his country like a mother, but this love isn't reflected back to him as it should be. This sends a degree of urgency to the audience which could spark change for the better.

Both poems use a regular rhyme scheme to simplify the main message and allow for it to be easily interpreted. The poem 'No problem' uses a regular rhyme scheme of ABCB to allow for



The poem to have a fast pace, which delivers the message more quickly. This differs to 'Cousin Kate' which has a regular rhyme scheme of ABCB. This creates a slightly slower pace which is done to emphasise the writer's key points in extra detail.

Both poems use different types of language to express their feelings. In 'Cousin Kate,' the writer uses colloquial language to present her as ordinary. This is mostly important as this ordinary theme expresses that this abuse from a Lord is a common and ordinary experience which could happen to anybody. This poem was written to be in 1860, a time where religion played a very key theme in society. The fact that the woman describes herself as unpure leads us to infer that what she and the Lord did was something expected to happen only after marriage, and the fact she did it before could result in very serious problems for her, if people were to find out. ~~This is the language~~ This ~~lack~~<sup>lack</sup> purity can be seen through the quotation "so now I mean no unclean thing who might as been a dove." This idea of a dove symbolically represents purity and could even link to biblical ideas of the Holy Spirit. ~~The~~<sup>The</sup> language used in 'No problem' is much more unique and specific than the language used



in "Cousin ~~Kate~~ Kate." In this poem, the writer uses phonetic spelling to express his uniqueness and authenticity. The words ~~Caribbean~~ 'yu' and 'de' are Caribbean and unique to the writer himself.

The poet Benjamin Zephaniah clearly expresses strong feelings ~~strong~~ towards racism through his depiction of a "silly playground taunts." The adjective "silly" describes the poet's views on ~~the~~ racism as childish and immature. The poem also installs the idea that Zephaniah has ~~been~~ been experiencing racism his whole life, even as a child. He wrote the poem in 1996 when he was in his older adult years so if we date this back to his childhood it would probably be around the 60s ~~of~~ <sup>of</sup> 70s. During these years within the 20th century racism was a very common thing which must be seen he felt he must report and try to put an end to it.

#### Examiner comment and mark:

This is a sustained and thoughtful personal response that compares *Cousin Kate* with *No Problem*. A wide range of points have been made, including: the ways the speaker is used and disregarded in one poem and issues of racism in the other; the feelings of inhumane treatment and confusion, the use of caesura, metaphors, repetition, nouns, colloquial language, phonetical spellings, and more. There is sufficient here to place the response at the top of the level as it explores language, structure, form and context.

#### Level 4 - 16 marks



## Question 10: *Time and Place*

### Script 1

Chosen question number: **Question 8**  **Question 9**  **Question 10**   
**Question 11**

Both poems suggest that the event is so personal to them that yet 'Hurricane hits England' by Grace Nichols suggests that the event changes her feelings for the better where as 'London' by William Blake suggests that the event makes his feelings th stronger. In 'Hurricane' Nichols uses free verse to present the unpredictable nature of the th hurricane. She also uses th uses a switch from third~~s~~ person to first person to symbolise her change in feeling that the hurricane causes. However, ~~William~~ in 'London', Blake uses quatrains and iambic tetrameter to present the trapped and highly controlled society in London at the time due to the industrial revolution. Blake also uses first person to show his experience with the revolution.



Both poems see nature as a part of the event and it affects their perspective. In 'Hurricane', Nichols uses a simile to show how powerful nature is "what is the meaning of trees falling heavy as whales their crusted roots Their cratered graves?" the rhetorical question implies that the speaker is unsure about why the 'hurricane' is ~~ee~~ following her but ~~x~~ leaving all this devastation and destruction behind it. The 'hurricane' wasn't in fact a hurricane but instead the Great storm of 1987 which causes mass devastation and deaths. In 'London' Blake <sup>uses</sup> a metaphor "mind forged manacles" to present the entrapment of the people in London, it suggests that not only are they ~~phys~~ physically trapped but also mentally trapped. Blake also uses colour ~~con~~ connotations "blackening" "blood" "midnight" all have connotations with darkness and this may suggest symbolise the increase in air pollution due to the amount of smoke and fumes being produced by the industrial revolution.



Both poems use anaphora to present their feelings on the events. In 'Hurricane' Nichols uses anaphora to show her pleas for answers from the storm "Talk to me Huracan/Talk to me oya/Talk to my shango" She begs the African Gods of Hurricanes, wind and thunder for answers as she doesn't feel although she knows where she belongs but the hurricane is known to her. In 'London' Blake uses anaphora<sup>^</sup> to show that his experiences aren't only subjective to him but rather the entire population of London. ~~It~~ He also uses repetition of the word 'cry' to show the torment people are facing.

~~Both poets have~~

In 'Hurricane' Nichols uses the endstop line "That the earth is the earth is the earth!" This shows how Nichols comes to the realization that it doesn't matter what country she's in, the earth is her home. She ~~belongs~~ anywhere could live in any country and she'd belong there. In 'London' Blake uses an ABAB rhyme scheme "street/flow/meet/woe" This signifies the entrapment and control that London faced, the use of the



adjective "chartered" further supports this  
point .

**Examiner comment and mark:**

The candidate compares *Hurricane Hits England* with Blake's *London*. Although the 'event' in *London* is not explicitly conveyed, we must assume that the event is the speaker conveying his experiences when walking through the city. A range of terminology is employed, such as free verse, narrative, structure, similes, rhetorical questions, metaphors, adjectives and more. Some ideas could have been developed a little further, but a thorough understanding of both poems is demonstrated. Contextual points are made and ideas are supported with relevant examples.

**Level 4 - 16 marks**



## Script 2

Chosen question number: **Question 8**  **Question 9**  **Question 10**

FLOW

**Question 11**

Within both poems, an event is described as having a lasting impact on the personas, however the poems use different features to convey this. In Hurricane Hits England, Nichols a third person narrative is used in the opening stanza "It took a hurricane to bring her closer" This suggests to the reader that the shock of the event - the hurricane - has caused her to lose her sense of self. The persona is forced to look at the hurricane from an outsider's perspective as she is unsure of her own feelings. In the second stanza there is a narrative switch to first person "talk to me" suggesting to the reader that the persona now has a connection to the storm and is able to convey their own feelings. ~~Next~~ The poem is written after a storm unexpected storm in England when weather presenter stated that there was nothing to worry about. The reader is made to feel a deep connection to the persona due to the conflicting narratives used - the reader is sympathetic towards the persona and



The shock they experienced when the storm began. Comparatively, 'In Home Thoughts from Abroad', Browning utilizes a first person narrative throughout "my blossomed" conveying to the reader how personal the ~~is~~ the event of going back to England is and leaving it has had a significant impact. Browning wrote this poem from Abroad after moving away from England with his wife after their undisturbed marriage. He lived abroad for the rest of his life and never returned to England. This ~~therefore~~ makes the reader feel sorry for the person as it is made clear that the event of returning back home has had a lasting impact on him.

Within both poems, an event is described as causing a great deal of homesickness in the person. However, the poems use different features to further convey this. In 'hurricane', The Nichols utilizes the adjective "howling" in "howling ship" to convey her homesickness. Howling suggests to the reader that the storm has caused her to think about events in her history which in turn has led to homesickness. ~~There is~~ The use of "ship" holds connotations of the slave trade as slaves were transported on ships to America and



England. Nicholas is a black poet who migrated to England from Africa at a very young age. She is an advocate for her country and has visited it several times as she has gotten older. This link to her birth place is furthered in the use of the nouns "Huracan", "Oya" and "Shango" - the personae refers to African gods of storms and hurricanes, empathising to the reader the storm has caused her to connect to her past self and resulted in home sickness. Comparatively, In Home Thoughts Browning utilizes a melancholic somewhat blurred tone to convey that the event of thinking about England has triggered home-sickness. The opening line "Oh to be in England" successfully establishes this tone. The interjection "oh" empathises to the reader the person's deep passion for England and just thinking about returning has triggered negative feelings. This is furthered in "Hard my blossomed pear tree on the hedge" - the personal pronoun "my" suggests to the reader that the person feels like he owns a part of England due to his patriotism. The verb "blossomed" is symbolic of new beginnings, suggesting to the reader that returning home would give the person a new lease of life, further conveying his homesickness. The poem is a romanticised poem as it utilizes the power of nature



and how the sheer memory of its beauty can trigger homesickness. The reader is made to feel sorry for the persona as it is made clear that they are desperate to return home.

Both poems utilize the events taking place in the poem, to convey a conflict in identity. In *Differant*, features are then used to convey this. In *Hurricane*, anaphora is used in the second stanza "talk to me". The repetition of this phrase suggests to the reader that the persona is trying to anchor herself to the African version of herself and is trying to cling desperately to one part of her identity. The reader is made to feel sorry for the persona as her desperate intentions are made extremely clear. Grace Nichols is was not born in England and is originally from Africa, so this contextual link adds further depth to the poem by introducing an auto biographical element. The repetitive use of rhetorical questions in "in new places?" and "why is my heart unchained?" empathizes the emotional turmoil of the persona. They are questioning their identity and are experiencing emotional turmoil. However, in *Home Thoughts*, Browning utilizes a subordinate clause in "And whoever wakes in England, sees



some mornings unaware." -he empathises that people taking living in England for granted and should appreciate it more. Browning never returning to England furthers his own deep passion in "Mr England -now!" The exclamation shows that the persona is questioning the identity after thinking of the event of leaving England which in turn triggers deep passion and emotion. The reader is made to feel sorry for the persona as it is clear the event as trigger a conflict in identity, due to the emotion it evokes. The conflict of identity is furthered by the rhyming couplet "the little children's dower, far brighter than that gaudy meadow flower!" The exclamation conveys the passion to the reader that the persona bases his identity in England, just like Browning writing about England despite never returning to the country. The adjective "gaudy" shows how the negativity the persona holds to the unspecified place further conveying to the reader that the persona only holds England as the main part of his identity. The reader is made to feel sorry for the persona as it is clear that he belongs in England as it is a significant



part of their identity. Both Both poems  
convey that the events...

**Examiner comment and mark:**

The candidate compares *Hurricane Hits England* with *Home Thoughts From Abroad*. Assured knowledge and understanding of both poems are demonstrated in this response. A wide range of examples are included and a range of terminology is applied confidently. There is some balance of coverage and context is included. Although Nichols comes from the Caribbean, the references to Africa do not hinder the mark. (The references to the gods coming from Africa are correct, as they travelled from Africa to the Caribbean.)

**Level 5 - 20 marks**



## Question 11: *Belonging*

### Script 1

Chosen question number: **Question 8**  **Question 9**  **Question 10**

**Question 11**

The use of recollections of the past are presented in <sup>Captain</sup> Captain Cook (To my Brother) and Island Man. Both these poems highlight recollections of the past, for example, Captain Cook highlights the memories that she has with her brother, whereas Island Man highlights the memories he had with his island. Both poems have positive and negative connotations. ~~for example~~ for example, the poem ~~island~~ Island Man ~~is~~ implies the happiness of the island but yet the gloominess of the London. Whereas Captain Cook (To my Brother) conveys the happiness of the garden and then the garden dying while she is dying.

A positive ~~best~~ recollection of the past from each poem ~~is~~ is the memories that they have during each poem. For example, in Captain Cook (To my brother) the garden



is described as delightful and memorable. This can be highlighted by the ~~2~~ 3<sup>rd</sup> third stanza as it describes what they did in the garden and what the garden looked like. This poem highlights the ~~no~~ memories that she and her brother had made together. This conveys positive connotations as new memories are being made. Whereas in Island Man he is describing the memories on the island and what he can remember. For instance, ~~the~~ grace describes the island as a special and valuable place, this can be highlighted by the adjective, "emerald island", this highlights the importance that the island has towards the island man. This is shown through the use of 'emerald' this implies that the island has a special place in the island man's heart. Both these poems highlight memories and what they can remember. They both highlight the positivity of memories and ~~what they~~ what they can remember.



**Examiner comment and mark:**

The candidate compares *Captain Cook* with *Island Man*. The candidate explores the memories, or recollections of the past, of Landen’s relationship with her brother and *Island Man*’s memories of his island. There is another good point made about the positive memories on the garden and ‘emerald island’; however, there is only one quotation and identification of the adjective. Holistically, the candidate demonstrates a sound understanding of the two poems, but the lack of close analysis hinders progress. Context is implicit, with Landen’s memories of happier days spent with her brother.

**Level 3 - 9 marks**





This metaphor and the use of the word "treasure" suggests how Landon looks positively back on their memories and wishes ~~that~~ that things between them could've remained. However, in 'To My Sister'; Wordsworth memories with his sister Dorothy are more favourable suggesting that the two still withhold a close relationship. This shows that Landon misses her brother and wishes to have the ideal relationship like Dorothy and Wordsworth.

Both poems present their past recollection through nature. At the time, both poets followed the romanticist movement which was all about expressing the beauty and admiration for nature. In 'To my sister', Wordsworth uses adjectives like "sweet", "joy" and "blessing" to give a romantic field of happiness. This suggests the happy relationship and positive memories between him and his sister, Dorothy. Wordsworth also uses the oxymoron "From earth to man, from man to earth". This suggests how humans should appreciate nature



and should use it to express their ~~love~~ appreciation for their loved ones. His ~~own~~ comparisons to nature show his close connection with his sister and how humans should "give to the wilderness". London also uses nature to reflect on the positive times with her brother. She describes the voyages and adventures of Captain Cook through nature since it was a game that her and her brother enjoyed playing together. This shows her appreciation for the memories. She refers to nature through descriptions like "water-lilies", "flower" and "breeze" to represent the emotions she now feels remembering their past. She uses personification of "beneath the morning smile" suggesting how nature impacted the childhood games and made them special. This shows how the past was ~~seen~~ important to her since she is expressing its impact through nature.

Both poems also have similar structures. 'To my sister' is written in 10 quatrains in an AB rhyme scheme to make the poem flow and to make it



more enjoyable to the reader to created  
the sense of joy between the siblings.  
Similarly, Captain Cook is written in  
8 quatrains in an AABB rhyme scheme  
to make each point stand out and to  
make the poem radiate possibility of the  
once happy relationship. In ~~the~~ 'To my  
sister' the 4<sup>th</sup> stanza is repeated.  
<sup>repetition of the</sup> Their quote "woodland avers" highlights  
the importance of nature and how humans  
should be more appreciative and should  
spend more time with their loved ones to  
admire it. This reflects recollections of  
the past as it shows, for both poets,  
how relationships and belonging with  
their siblings were once ideal and happy.

### Examiner comment and mark:

The candidate compares *Captain Cook* with *To My Sister*. This is a very thoughtful, borderline Level 4/5 response. Exploration of both poems is sustained and a wide range of points have been made, including: addressed to siblings, the personal relationships, positive memories and shared appreciation of nature. A range of subject relevant terminology is included and used confidently, such as the use of adjectives, semantic fields, personification, structure and more. The candidate attempts to justify the use of structure and includes contextual comments. There is some imbalance of coverage; more comments in relation to *To My Sister* would have benefited this response further.

### Level 5 - 17 marks



### Script 3

Chosen question number: **Question 8**  **Question 9**  **Question 10**

**Question 11**

The poem 'captain cook' written by Landon portrays recollections of the past positively through the nostalgic tone when reflecting on her relationship with her brother. However, a bittersweet tone was craftily weaved throughout the poem in order to emphasise how she feels her brother betrayed her and how they speak no more. The poem reflects on childhood memories and how the poet wishes she could go back to a time when her relationship with her brother was easier and more simplistic.

The poem "to my sister" by Wordsworth portrays recollections of the past positively, just as in 'captain cook', in order to emphasise to the poet's sister the importance of spending time in nature before it is too late: he wants his sister to experience the joys of nature just as he did when he was younger. The calm tone of the poem contrasts the hectic and violent war going on at the time between France and Belgium.



The poet worries that if war takes over, then his sister won't be able to experience the happiness of nature and reconnect with higher powers.

Both poems, 'To my sister' and 'Captain Cook' present recollections of the past as being important through semantic fields of time. Wordsworth highlights how time is running out for his sister to experience nature just as he had. All throughout the poem words associated with time are used - "day / month / march / calendar / year" - highlighting how soon the memories will be recollections of the past and that she must "give to idleness" in order to have pleasant memories like he does. However, unlike in 'Captain Cook', personification is used to highlight the importance of time and how dynamic it is. The poet calls the calendar "our living calendar" highlighting the fast moving tendency of time and how it shouldn't be wasted in order to have positive memories. Furthermore, the ABAB rhyme scheme of the poem reflects the fast moving tendency of time, as it allows the poem to freely flow, creating a happy tone, just as the poet wants his sister's memories to be. In the poem 'Captain Cook' the poet uses a semantic field



of time to suggest how she misses her brother when she is reminiscing on memories from the past. The poet does this by using words associated with time - "August / weeks / morning / years / hours". The semantic field of time emphasises how bitter sweet Landon's memories of the past were and how clearly she remembers them. In addition, the poet suggests she feels she took the memories for granted as she no longer sees her brother. This contrasts 'to my sister' as Wordsworth is warning his sister not to waste time so she can positively recall on past memories, whereas Landon emphasises her regret of feeling like she didn't effectively use her time with her brother. The contrast is also displayed by the differing relationships the poets had at the time of writing the poems: Wordsworth had a good relationship, whereas Landon had a broken down relationship. This was reflected in the tone of both poems. Similarly, Landon also used personification like Wordsworth. However the personification used does not reflect the dynamic nature of time, but instead how her broken down relationship has been reflected by the state of the gardens she used to play with her brother in when they were younger, as she recalls her memories of the past. Landon refers to



the "lonely garden" where she spent "hours" with her brother when they played together. The personification suggests how the "garden" is lifeless and perhaps not as "green" as it once was. The descriptive word "lonely" implies that the garden has not been played in since Landon and her brother were younger. This makes it harder for the poet to recall memories of the past as the garden has remained unchanged, just as the idyllic view of their relationship hasn't. Furthermore, the ABAB rhyme scheme, just as in 'To my sister' emphasises how repetitive Landon feels her life is without the comfort of her brother. ~~again~~ So, both poets use semantic fields of time, personification and rhyme schemes to highlight the nature of their relationships with their siblings. Wordsworth tries to get his sister to enjoy nature now so she can have positive recollections of the past like him, whereas Landon reflects on her own bittersweet recollections of the past.

Both poems 'To my sister' and 'Captain Cook' present recollections of the past through the use of religious imagery. Wordsworth accepts ~~religious imagery~~ religion and encourages his sister to reconnect with higher powers, whereas Landon rejects religion.



due to her mourning her alive brother causing suffering God wouldn't want due to his omnibenevolent nature. Wordsworth uses the triplet and exclamation of "above, about, below!" highlighting that "blessings" are all around in nature. The exclamation helps to create feelings of pure joy which Wordsworth's sister will be able to look back on as she "gives to idleness" and reconnects with God, counting her "blessings" that war hasn't reached England. In addition, Wordsworth emphasises the importance of taking a break and reconnecting with God as he repeats "give to idleness" in the last stanza, suggesting it is imperative that his sister does so, as he stresses the importance of her putting her "books" down. Unlike in 'To my sister', Landon rejects God due to her suffering inflicted by the betrayal of her brother. She refers to the "idols" they would perhaps worship and see as more important than God, rejecting Christianity. Furthermore, the betrayal of her brother could be due to her own rejection of God. The Bible talks about the suffering and punishments of the people who rejected him and worshipped "idols". However Landon herself may have recognised this as it could be reflected in the bittersweet tone of the poem. In addition, she knows she has to leave "life's fairy



land behind" highlighting that she believed her time with her brother was too good to be true, and she has to let go of the past and face the suffering God is now pushing her through in the form of the loss of her brother due to her worshipping an "idol". The poem also consists of eight stanzas, suggesting how the poet is trying to drag her memories out and not let go of the past. This contrasts the ten stanza poem of 'To My Sister' which is about spending time in the present and making the most of it to have positive memories of the past. So both poems use religious imagery to describe how it has influenced their actions in the present and how it will do so as they look back on the past.

In conclusion, both poems successfully portray the importance of relationships in the past and present. However, 'Captain Cook' highlights regret of not making the most of her time with her brother and the bittersweet feelings when recalling past memories. This contrasts 'To My Sister' which is about making the most of time now in order to have positive memories when recalling the past.

#### Examiner comment and mark:

The candidate compares *Captain Cook* with *To My Sister*. This is an assured and perceptive response that considers a wide range of points, especially in the suggested time limit of 35 minutes. There is confident analysis of the two poems and contextual points are included. Points include the 'bittersweet tone', the joys of nature, the semantic field of time, comparison of relationships, Landon's suffering and regret. Terminology is applied confidently and includes: tone, semantic fields of time, personification, triplets, repetition, imperatives and more.

#### Level 5 - 20 marks



## Section B, Part 2: Unseen Poetry

### Question 12: *Unseen Poetry*

#### Script 1

##### Question 12

In the poem *Warning* we are told that when the poet grows old she'd like to wear purple with a red hat, which is one of her many ideas whereas in *Pushing 40*, the poet has an idea of henna their hair like Colette

#### Examiner commentary and mark:

**Transcript:** 'In the poem *Warning* we are told that when the poet grows old, she'd like to wear purple with a red hat', which is one of her many ideas. Whereas, in *Pushing 40*, the poet has an idea of henna their hair like Colette.'

Despite the brevity of this response, the candidate makes a comment about both poems and includes one example.

#### Level 1 - 4 marks



## Script 2

### Question 12

In both 'warning' by Jenny Joseph and 'pushing forty' by Alison Fell they present growing older as something fun and to not take seriously.

In 'warning' Joseph described what she would do when she is old. Saying "when I am an old woman I shall wear purple with a red hat which doesn't go, and doesn't suit me." Suggesting she would not care what she ~~is~~ would look like when she is older because it doesn't matter and no one can judge you as you are old.

Alison Fell does a similar thing saying "we will henna our hair." Showing she too went care, this shows that times have not really changed much on certain things as the ~~too~~



two poems were written in different eras, yet have the same concept. - working was written in 1961, whereas 'pushing forty' was written in 2003.

**Examiner commentary and mark:**

The candidate demonstrates some understanding of the two poems. There is acknowledgement of growing old being fun and how both poets do not care what they will look like in old age. A good point is made about how ideas have not changed, despite the poems being written at different times. There is one example for each poem, but there is very little close analysis or coverage of either poem, but there is some.

**Level 2 - 7 marks**



## Script 3

### Question 12

In poem 1 it discusses how growing old used to be in the first 2 stanzas and then in stanzas 3 and 4. She says how ~~we~~ we must be now. The poem shows how ~~the~~ times ~~has~~ have changed through out the years. The poem talks about how no one cared about what you do and how you acted back then, but now you need to 'set an example for the children' and ~~we~~ ~~we~~ watch how you behave. At the start of poem 1 it says 'I shall wear purple' and it then repeats the same line at the end of the poem this suggests a stereotype about old people and says how they wear purple.

In poem 2 it discusses 'winter' and 'pushing forty'. There is no rhyme scheme, & the poem consists of 2 stanzas and the poem has ~~an~~ emjambment. The emjambment shows the on going discussion in the poem. 'a last wild blaze' suggests it will be their last night out as they think they are too old for going out at night.



In poem 1 growing older is also presented in the first ~~two~~ 2 stanzas as positive and exciting where as the last two stanzas are negative this shows the contrast on how things have changed throughout different times 'we must', the adjective 'must' shows nowadays people feel like they have to have people round for dinner but in the other first 2 stanzas ~~that~~ inviting people round for dinner wasn't a thing. the difference in stanzas show that now there are more rules to do because people get offended.

Poem 2 is all about colour and nature which is a contrast from poem 1. Poem 2 suggests that when you start to get older you appreciate things more like nature and going out because you start to realise that you are getting older. 'we see the trees show ~~their~~ true colour' shows ~~that~~ she is taking in nature and showing appreciation towards everything she sees or hears.



### **Examiner commentary and mark:**

The candidate demonstrates a clear understanding of both poems and there is some balance of coverage. The candidate suggests that older people are expected to behave, but both poets view getting older as a positive and exciting time to look forward to. Some examples are included and some terminology is applied, such as repetition, contrasts and adjectives. The candidate looks at the overall meaning, language and structure.

### **Level 3 - 12 marks**



## Script 4

### Question 12

Both poem 1 and poem 2 share the ideas of growing older and using it as an opportunity to express themselves while also taking about the disadvantages to it.

This can be seen in poem 1 where the poet Jenny Joseph talks about her experiences of doing some thing new this can be seen by the use of verbs on the lines 'I shall wear purple' and 'start to wear purple' specifically the verbs 'shall' and 'start' these clearly show that she is experimenting and starting something new in her older age. Similarly in poem 2 ~~writes~~ the poet 'Elison Bell' ~~let~~ writes about trying new things within her look, this is shown by the poet Bell's use of a ~~metaphor~~ personification on the line 'braver than lipstick' this ~~demon~~ shows that she now feels the courage of and bravery to try something new like trying a new colour of lipstick.

How In ~~the~~ Poem 1 the idea of responsibility is shown throughout however in poem 2



The poet demonstrates the idea that it is time to ~~let go~~ her last chance to be irresponsible. This can be seen in poem 1 by the poet's use of ~~repetition~~ repetition of 'most' this clearly shows the pressure that she feels is being put on her because she is older and seen as a ~~responsible~~ someone who has to set a 'good example for the children'. On the other hand in poem 2 the poet talks about how she needs to let go for one final time. This can be seen by the poet's use of enjambement through out most of the poem. This could indicate to the poet making quick and rushed decisions without ~~responsibility~~ responsibly thinking and stopping before she does.

Both poets share the ideas that they should make a final statement. This can be seen in poem 1 by the author poet's use of sibilance on the line 'shocked and surprised'. This shows the audience how she does not act like other people her age and it shocks some people as they do not see it as normal. Similarly in poem 2 the poet writes about all of the crazy decisions she will make. This can be seen by the poet's use



of adjectives on the line 'in a last wild blaze'  
specifically the word 'wild'. This shows that  
she does not care for other people's opinion  
and just wants to make a final impression.

Overall, I feel like poem 1, warning, is best  
as it had humor subtly mixed in that enhanced  
my reading experience wanting me making me  
entirely to read on.

#### Examiner commentary and mark:

In this sustained response, the candidate considers the experiences of doing new things in old age and how the poets show courage and bravery when trying something new. A good point is made about how this is their last chance to do so and how they do not care about the opinions of others. A range of terminology is employed, such as: verbs, personification, repetition, enjambement and sibilance. The candidate has engaged with the poems and provides a thoughtful commentary.

#### Level 4 - 15 marks



## Script 5

### Question 12

The poem 'Warning' and the poem 'Pushing forty' both have similar ideas when discussing the topic of growing older. Firstly, in the poem 'Warning' the poet talks about the different acts that many older people do in a stereotypical way. For example, Jenny Joseph uses lines such as "I shall sit down on the pavement when I'm tired And gabble up samples in shops and press alarm bells" and "we must have friends to dinner and read the papers". Jenny Joseph uses these phrases to create an idea of what the average older lady does, this shows that Jenny Joseph is basing her ideas on stereotypes. Alison Fall also does a similar technique when talking about growing old, she also uses the stereotypes of older women aged 40 to talk about growing old, for example she mentions "we will henna our hair like Colette, we too will be gold and red and go out in a last wild blaze", the plural possessive pronoun "we" indicates she is basing her ideas on many women of 40 years, she also nicely contrasts the henna dyed hair with the trees as they are also yellow and red. When describing the colour of yellow and red, Alison Fall uses effective similes, "the mad yellow of chestnuts two maple



"we blood sisters"

The language devices in the poem 'Warning' by Jenny Jensen are very effective. The poet uses a rhetorical question towards the end of the poem, "But maybe I ought to practise a little now?", this rhetorical question emphasizes the informal tone throughout the poem. The poem's tone is not formal, the use of words such as "gobble", "fat", "in" and "we've" suggest that this poem is informally toned and gives the illusion the poet is directly speaking to the reader.

The poem 'pushing forty' also includes language devices, the use of similes is shown with the quote "the orange beech braver than lipstick". The poet also uses the simile "we will <sup>have</sup> ~~do~~ our hair like Colette" this simile gives the reader a clear idea of what <sup>color and style</sup> the poem means as they have included a reference, it paints an image in the reader's mind.

Both poems also include the use of structure techniques. Both 'Warning' and 'pushing forty' include the use of ~~an~~ enjambement. The use of enjambement in 'Warning' is shown with the quote "When I am an old woman I shall wear purple". There are also many



other uses of enjambement throughout the poem. In the poem 'pushing forty', the poet also includes the use of enjambement, for example Alison Fell uses the quote "just before winter". A similarity regarding enjambement that these two poems share is the use of enjambement in the first line. Enjambement indicates that the sentence is expected to continue and is ongoing.

Another similarity that both these poems share is the way neither poems speak badly about the idea of growing older. Despite their use of stereotypical ideas, the main assumptions <sup>that</sup> people make about growing older are negative, both poets speak positively about growing older. In the poem 'warning' the poet uses the phrase 'when I am an old woman, I shall wear purple'. This indicates that the poet does not fear the idea of growing old, instead she is planning what she will do. The same technique is used in 'pushing forty', the poem describes what she will do as she gets older, rather than speak badly about it, for example "we will braid our hair" ~~and~~.

In conclusion, both poems show similar ideas when talking about getting old, they both are ~~a~~ share



similar language devices and structure techniques  
that make them effective poems with bits of  
meaning. They both also share a similar informal  
tone.

**Examiner commentary and mark:**

This is a detailed, personal and assured response. The candidate considers: stereotypes, colour contrasts, the use of direct address and how the speakers do not speak badly about getting older. There is focused emphasis on comparison and a range of evidence is used to support the points made. Terminology is relevant and is applied confidently, such as: pronouns, contrasts, similes, rhetorical questions, direct address and enjambement.

**Level 5 - 20 marks**