

GCSE 2013 English Literature

Unit 2 Exemplar Material Pack

SECTION A: UNSEEN POEM

The GCSE 2013 linear English Literature specification is now available, for first teaching in September 2013 and first assessment in June 2015.

GCSE 2013 Unit 2 English Literature Exemplar Material

This pack contains 6 exemplars for Unit 2 of the GCSE 2013 English Literature Specification.

- 3 Foundation Tier exemplars
- 3 Higher Tier exemplars.

These are to be used in conjunction with the new 2013 GCSE English Literature specification, for first teaching September 2013 and first entry opportunity in summer 2015.

The unseen poem at each tier will be taken from the works of one of the 15 named poets in the specification. To support your preparation for the unseen poem, we are providing one poem by each of the 15 named poets in the Unseen Poetry Preparation Anthology.

Please note there are no changes to the question structure, AOs or mark scheme for this section of the Understanding Poetry assessment.

GCSE 2013 English Literature Unit 2 Exemplar Material

**Question from the Unit 2 Foundation Tier Sample Assessment Material*

SECTION A: UNSEEN POEM

- *1 Explain how Charles Causley presents the thoughts and feelings of the speaker in the poem 'What has happened to Lulu?'

Write about:

- what happens in the poem
- how the writer has organised the poem
- how the writer uses language.

Use evidence from the poem to support your answer.

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION A: UNSEEN POEM

- *1 Read the following poem.

What has happened to Lulu?

What has happened to Lulu, mother?

What has happened to Lu?

There's nothing in her bed but an old rag-doll

And by its side a shoe.

Why is her window wide, mother,

The curtain flapping free,

And only a circle on the dusty shelf

Where her money-box used to be?

Why do you turn your head, mother,

And why do tear drops fall?

And why do you crumple that note on the fire

And say it is nothing at all?

I woke to voices late last night,

I heard an engine roar.

Why do you tell me the things I heard

Were a dream and nothing more?

I heard somebody cry, mother,

In anger or in pain,

But now I ask you why, mother,

You say it was a gust of rain.

Why do you wander about as though

You don't know what to do?

What has happened to Lulu, mother?

What has happened to Lu?

Charles Causley

Unit 2 Foundation Tier Exemplar Material

Exemplar A

*What happens in the Poem?

Lulu's disappeared, she's not in her bed and is not around. The writer's mother is aware of where she is or what's happened to her but does not want to tell him she does not want to hurt him, but she is upset herself.

A basic understanding of the content.

The writer has organised the Poem in Isolated Sentences creating small stanzas This shows emphasis on how the writer feels; isolated and lonely. He adds Rhythm to some of his sentences too.

An understanding of how the writer tries to achieve effect. The comment on the writer's loneliness and feeling of isolation is apt.

The writer uses rhyme, alliteration in the poem and asks his mother Questions about where Lulu has gone "what has happened to Lulu mother? what has happened to Lu?"

Some 'feature spotting' – comments about the form are not developed.

"An old rag-doll and by its side a shoe". This tells us that Lulu has gone somewhere but has not taken her doll which may suggest a problem has occurred.

A basic narrative approach.

COMMENTARY

A02 Band 2 Mark 5

Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
2	5–8	<ul style="list-style-type: none">Limited explanation of the ideas presented in the unseen poem.Limited explanation of how language/structure/form achieve(s) the intended effects.Limited use of relevant examples from the unseen poem. <p>*Material has simple organisation and limited communication of ideas. Limited accuracy in spelling, punctuation and grammar may hinder meaning.</p>

Although this response is limited in its understanding and is brief, it does make some interesting comments on the structure and form of the poem. However, there is limited use of relevant examples. The material is organised according to the bullet points and is limited in its communication of ideas. The spelling and punctuation is not secure.

Exemplar B

Charles Causley presents the thoughts and feelings of the speaker in the poem "What has happened to Lulu?"

An attempt at an introduction. It does home in on the feelings of the writer.

The use of a question as a title makes the reader feel involved. The reader is not introduced to Lulu and yet they are asked "What has happened to" her. Also there is a use of repetition when asking the question, this creates emphasis, showing the reader that Lulu is perhaps lost or has run away, or dead?

Awareness and comment about the writer's use of the question and repetition in the poem and the overall effect this has on the mood of the poem.

Furthermore, The poem talks about a girl who is lost, it seems like the narrator is a young child who may be Lulu's younger sister/brother. She seems to have run away as "There's nothing in her bed but an old rag-doll", also Lulu has taken some money with her which proves she may be running away for quite a while or forever as there is 'only a circle on the dusty shelf, where her money-box used to be'

Although this is a somewhat narrative approach, it does display understanding of the content.

Overall, the thoughts and feelings of the speaker are quite sad and worried as the child repeatedly asks about their sister but doesn't get any answers "What has happened to Lulu, mother? What has happened to Lu?"

A relevant, but undeveloped comment about the writer's feelings.

COMMENTARY

AO2 Band 3 Mark 11

Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
3	9-12	<ul style="list-style-type: none">• Some explanation of the ideas presented in the unseen poem.• Some explanation of how language/structure/form achieve(s) the intended effects.• Some use of relevant examples from the unseen poem. <p>*Material has some organisation and communication of ideas. Spelling, punctuation and grammar are sometimes accurate with meaning occasionally hindered.</p>

Although it is not developed, this response displays some understanding of both the content and some of the feelings and ideas expressed in the poem. There are some references to the text although those that are used are not developed. There is insufficient insight to merit a higher band. The material is organised and the communication of ideas is clear. Spelling, grammar and punctuation are quite accurate.

Exemplar C

The poem is narrative-styled in which the first person delivers the story of what happens. Causley uses the title of the poem as a question "What has happened to Lulu?" This already indicates that something bad has happened.

The first person is kept in the dark about what has happened to Lulu, despite questioning the mother endlessly. It is clear from the poem that the occurrence of the events that took place 'late last night' resulted in Lulu perhaps storming of and leaving in a car due to the 'engine roar'.

Also, perhaps Lulu secretly ran away as the mother found a 'note' which indicates and reinforces this idea. Its as if the 'voices' the narrator heard last night were of a heated argument after which Lulu had had enough.

The writer has organised the poem quite simplistically with each stanza consisting of 4 lines. The stanza pattern is the same throughout the poem. Analysing the rhyme scheme shows that there are rhyming words at the end of every sentence such as 'rain' and 'pain', 'roar' and 'more', and 'free' and 'be' etc. This gives the reader the idea of the narrator being of a young age. This also shown by the mother not giving the child any direct answers to her questions as if to shelter her from distress.

The simplistic language and short words throughout the poem reinforces this idea that the speaker is a young child or teenager "I woke to voices late last night I heard an engine roar." The tone indicates a nagging child constantly asking questions. Notice the title itself is also a question. It vividly paints an image of the identity of the narrator being younger. Also, the poem starts and ends with the question. Emotive language such as 'tearsdrops fall' show there is 'pain' in this poem due to the incident. Also the weather, in a way, acts as pathetic fallacy showing the emotion and time of the poem.

Overall the poem has simplistic organisation and language to indicate that the person who delivers the story is a child who is worried about what has happened to their sister. We do not know by the end of the poem what has happened to Lulu which reinforces the concerns about Lulu and creates tense and nervous tone.

A relevant, but undeveloped comment about the writer's feelings.

The introduction is sound and focuses on the task in hand. There is a sound understanding of the content and comments are supported by the use of quotations. Note the use of embedded quotations. A personal response to the content is also evident.

There is a sound awareness of the writer's technique looking at the language and the effect it has on the poem.

Comments on the language are sound. The comment about the weather could have been developed further with relevant textual reference to support this idea of loss and tragedy.

COMMENTARY

A02 Band 5 Mark 20

Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
5	17–20	<ul style="list-style-type: none">• Sound explanation of the ideas presented in the unseen poem.• Sound explanation of how language/structure/form achieve(s) the intended effects.• Sound use of relevant examples from the unseen poem. *Material has sound organisation and communication of ideas. Spelling, punctuation and grammar are mostly accurate; any errors do not hinder meaning.

This response shows a sound understanding of ideas and content. There is an awareness of how the writer uses language to create effects. There is sound comment offered on the structure, content and form. Ideas are supported by textual references. The response fulfils the criteria for the top band. The material is organised and the communication of ideas is clear. There are few spelling and grammar mistakes and these do not hinder the overall understanding

GCSE 2013 English Literature Unit 2 Exemplar Material

**Question from the Unit 2 Higher Tier Sample Assessment Material*

Answer the question in this section.

- *1 Explore how Seamus Heaney presents his ideas about blackberry picking.
Use evidence from the poem to support your answer.

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION A: UNSEEN POEM

- *1 Read the following poem.

Blackberry Picking

Late August, given heavy rain and sun
For a full week, the blackberries would ripen.
At first, just one, a glossy purple clot
Among others, red, green, hard as a knot.
You ate that first one and its flesh was sweet
Like thickened wine: summer's blood was in it
Leaving stains upon the tongue and lust for
Picking. Then red ones inked up and that hunger
Sent us out with milk cans, pea tins, jam-pots
Where briars scratched and wet grass bleached our boots.
Round hayfields, cornfields and potato-drills
We trekked and picked until the cans were full
Until the tinkling bottom had been covered
With green ones, and on top big dark blobs burned
Like a plate of eyes. Our hands were peppered
With thorn pricks, our palms sticky as Bluebeard's.

We hoarded the fresh berries in the byre.
But when the bath was filled we found a fur,
A rat-grey fungus, glutting on our cache.
The juice was stinking too. Once off the bush
The fruit fermented, the sweet flesh would turn sour.
I always felt like crying. It wasn't fair
That all the lovely canfuls smelt of rot.
Each year I hoped they'd keep, knew they would not.

Seamus Heaney

Unit 2 Higher Tier Exemplar Material

Exemplar A

Heaney uses a variety of different ways in which he presents his ideas. The title seems really straightforward at a first glance, delving into it a little bit more deeper i found that this could be interpreted in different ways. Blackberry is is a summer fruit but not as popular as some of the other berries. Blackberries are of quite a dark colour and have rich juices this idea sums up the whole poem. One is talking about something very usal and everyday but the conatations behind all this have more of a deeper meaning.

This is quite a sound introduction to the poem. There is awareness of content as well as the deeper mood of the poem. However, none of these comments are backed by references.

The opening of the poem is quite short and then has a pause after the first two words "Late August," This shows that the Heaney might of been rather emotional when writing the poem with the variation in length of sentences.

A clear awareness of the structure and how this might convey the poet's mood.

The poem begins with positive feelings about the blackberries "it's flesh was sweet like thickened wine" which suggests that the blackberries are full of the positive feelings of summer and nature "summers blood was in it leaving stains upon the tongue and lust for picking".

There is some attempt at developing the theme of disappointment and a suitable quotation is used to support this comment.

The poem has a big underlying meaning to it which is brought to light in the last paragraph. "The juice was stinking" its almost at this point as if all his hopes are literally stinking aswell.

COMMENTARY

AO2 Band 2 Mark 5

Band	Mark	AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
2	5-8	<ul style="list-style-type: none">• Sound explanation of the ideas presented in the unseen poem.• Sound explanation of how language/structure/form achieve(s) the intended effects.• Sound use of relevant examples from the unseen poem. <p>*Material has sound organisation and communication of ideas. Spelling, punctuation and grammar are mostly accurate; any errors do not hinder meaning.</p>

Although this response started on a promising note this is not sustained. There is, however a sound understanding and explanation of the poem's contents and ideas. However, not enough evidence is provided from throughout the poems so the response remains too general, despite some overall awareness of the poem and the disappointment at the end. The overall response lacks depth. The organisation of the material and the clarity of the comments is sound. Spelling, grammar and punctuation are mostly accurate and the errors present do not hinder the overall meaning.

Exemplar B

Seamus Heaney presents his ideas about Blackberry picking by using 'Imagery', he creates a picture in the readers head of what the blackberries are like. Also he speaks about different coloured berries "At first, just one, a glossy purple clot among others, red, green, hard as a knot" this could suggest the different colours have different unique meanings within them. The blackberries changing colour and ripening are a metaphor for growing up. Heaney uses a simile "hard as a knot" in this sentence for emphasis.

There is a clear attempt to discuss how the writer uses imagery to effect. The quotations are well chosen although there could have been more comment on the importance of the simile.

The setting that is pictured in the readers head is a 'farm' because Heaney uses words such as "cornfields", "milk-cans" and "wet grass", which we imagine would be on a farm. It is possible that Heaney spent his childhood on a farm and is reminiscing about a special moment. The first stanza shows how excited he is about going blackberry picking. Heaney shows this by using enjambment in the first stanza. It makes the poem move faster making the reader more interested in what he is doing. The poet uses pronouns like "we" and "you" to make the poem sound more personal to the reader as if he wants to share his memories.

The comment about the use of enjambment is apt and it displays a degree of interpretation and personal response. There is a comment on the structure, which is picked up on later in the response. There is a sound awareness of the use of personal pronouns and their effect.

The poem starts off with Heaney being excited and then the second part looks at how he is disappointed because the fruit is rotting. The atmosphere in the second stanza is very different. Instead of words like "glossy purple", Heaney uses words like "rat-grey fungus" to show how horrible the fruit has become and how the mood has changed. Words like 'stinking' and 'sour' show how the experience is no longer fun, but quite horrible.

An awareness of how the poem is divided into two separate 'moods'. The use of well chosen and relevant quotations continues throughout this response.

"I always felt like crying". This conveys he is speaking about the past tense, because crying is linked to childhood. He talks how "It wasn't fair". This is a very childish comment which children make when things don't work out. All in all the language of the poem is simple as if a child was talking. The disappointment that the berries did not keep was also very childish. "Each year I'd hope they'd keep."

Sound personal comment on the poet's voice and the change in mood. The interpretation is sustained though a range of evidence. Quotations used are well chosen and they have been commented upon.

The title "Blackberry Picking" suggests picking fruits which could be the fruits of life and Heaney could put through his past or feelings through the colours of the fruit. The different stages of ripeness and then the rotting could show different stages in his life.

This is an interesting personal comment. It also strengthens the rather simple conclusion.

Overall Heaney presents his ideas about blackberry picking through his past memories and the different colours of the berries seem to represent different stages in his life.

A rather simple conclusion, but one which nevertheless 'rounds off' the argument.

COMMENTARY

A02 Band 3 Mark 12

Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
3	9–12	<ul style="list-style-type: none">• Sustained explanation of the ideas presented in the unseen poem.• Sustained explanation of how language/structure/form achieve(s) the intended effects.• Sustained use of relevant examples from the unseen poem. <p>*Material has sustained organisation and communication of ideas. Spelling, punctuation and grammar are almost always accurate, with few errors.</p>

The response displays a thorough understanding of the content as well as some of the ideas expressed in the poem. It is thoughtful and sustained, but lacks sufficient and specific analysis for it to move into a higher band. The material is organised and there is clear communication of ideas. Spelling and grammar and punctuation are almost always accurate.

Exemplar C

Explore how Seamus Heaney presents his ideas about blackberry picking. Use evidence from the poem to support your answer

In the poem Blackberry Picking, Seamus Heaney uses a range of different types of language and structure to present his thoughts and impressions about blackberry picking. The title of the poem itself is simple and straightforward which gives the impression that the poem may be a simple description of a pleasant activity, but some of the language in poem creates a contrast between this first impression and some of the more dark ideas that come through later in the poem.

Throughout the poem, Seamus Heaney uses many adjectives when describing nature and the experiences of blackberry picking in the summer. In the first line, it is stated that there is "heavy rain and sun" which suggests that the setting is quite humid and so the 'luxury' of blackberry picking seems to be an exotic experience. This might reflect the real situation, of the heat and the rain, but also his enjoyment and the thrill to his senses.

The exoticism is emphasized even more through Heaney's choice of vocabulary; "glossy", "sweet" and "thickened wine". These words really entice his audience into fully appreciating the intense effect on the senses that he wishes to project through the sight and taste of the berries.

The poem includes metaphors which also relate to the senses, to create a personal reaction in the reader who can understand through this appeal to the senses exactly how the experiences affected the narrator and can imagine themselves within that same position, "palms sticky as Bluebeards" for example. Everyone can relate to this sensation, which pulls the reader into the perspective of the poet. Heaney emphasises his love for the flavours, 'leaving stains upon the tongue', through the effect it has on the person eating it - so much so leaving an imprint on their tongue. He desperately tries to make us understand the impact he has experienced himself.

"Sticky palms" also give an impression of being a child. The poem creates a link between the blackberries and the idea of growing-up. At first the berries are 'green' and "hard as a knot". However, they progress through "red" to "glossy purple" when they become ripe. In the same way, people develop through childhood to adulthood, and the poet is making a connection between the berries ripening and people aging.

The narrator addresses his companion, or maybe himself, as "you" as if he was recalling the memory from a distance.

The poet's use of language creates a sense that the blackberries represent human bodies. In describing one of the blackberries as "its flesh was sweet", he seems to be personifying it. This also emphasises the connection between the blackberry, and the child, which is young and sweet compared to the adult.

The narrator seems to be addicted to blackberry picking; he explains the "lust for picking" and the idea of just one "at first" suggests that you can't ever have just one, but that you will want more and more. In the poem, the narrator and his companion could not give up on their hunt

This is a strong introduction as it leads straight into the text. It sets the context of the poem and shows an awareness of the change in atmosphere. A strong introduction is important as it helps focus on the task in hand.

The embedded quotation displays an understanding of the poem. The quotation chosen supports a perceptive understanding of the poem.

The above quotation and comments are built upon and developed.

Well chosen words to illustrate how the poet uses language and what effect he wishes to create. There is a clear awareness of how the readers may react.

A well chosen example which is then explained and commented upon.

Personal response is evident here.

A sophisticated comment.

A personal response and interpretation which is perceptive and supported by well chosen textual reference.

A sophisticated interpretation of the writer's use of language.

for more blackberries. For example, he states that they “trekked” and that they were injured through their hunting for more, for example “hands peppered with thorn pricks”. This again emphasises the addictive nature of the blackberries. It also creates an association that it doesn’t matter what you get, it is never enough.

Continued development of the theme and ideas, again interpreted with confidence, well developed and supported by textual reference. Note the embedded quotation.

This continues because as they gather more berries, the negative connotations come through. The blackberries now look like “a plate of eyes”, not the exotic and exciting descriptions from earlier in the poem. Throughout the earlier part of the poem, he has portrayed such a wonderful image of the blackberry. However, the lexical field of the final stanza contradicts everything he has built up, because of the “fur” and “a rat-grey fungus”. By presenting it the way he does, we appreciate the full impact of the shock he experiences of how something so small and sweet can change so dramatically into something awful. There is also alliteration with the letter ‘f’, which perhaps sounds like sighing, as his reaction to living through a personal tragedy and being saddened by it.

The change of tone and atmosphere in the poem is noted with an appropriate choice of examples from the text.

Again, there is a detailed look at language and an independent viewpoint.

The language related to colour has changed again and this also connects to getting older; the narrator also is greying. His disappointment in these changes is evident as he states “always felt like crying. It wasn’t fair”. Towards the end of poem, the poet’s tone changes, as he says “the juice was stinking too”. His ideas of blackberry picking have changed as times have changed, for example, “The lovely can-full smelt like rot”. He uses a simile again, his tone sounding harsh this time, as though his earlier enthusiasm for blackberries, and for life, has worn off.

Poet’s voice is noted and perceptive comments are supported by appropriate examples.

The last line suggests that he feels sorry for himself as he says “each year I hoped they’d keep, knew they would not”. Again this is emphasising the idea that you may get what you want, but that it might not be as good as you expected, which is also true about life.

A sound conclusion which rounds up the argument.

COMMENTARY

A02 Band 5 Mark 18

Band	Mark	A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
5	17–20	<ul style="list-style-type: none">• Perceptive explanation of the ideas presented in the unseen poem.• Perceptive explanation of how language/structure/form achieve(s) the intended effects.• Perceptive use of relevant examples from the unseen poem. <p>*Material has convincing organisation and communication of ideas. Spelling, punctuation and grammar are consistently accurate.</p>

This is a perceptive explanation, with sophisticated touches, of the ideas presented in the poem. The response is well structured and focused. There is a perceptive and confident use of quotations from the text to support ideas and comments. The response focuses on the change of mood from childish optimism to disappointment, linking that to growing up. The response could include more consideration of the poem's structure and form, as well as the language, but there is sufficient perceptive comment for the response to gain a top band mark. The response is convincingly organised and ideas are clearly and confidently communicated. Spelling and punctuation are consistently accurate.