

January 2015

Pearson Edexcel International GCSE 4ET0/02

Pearson Edexcel Certificate KET0/02

English Literature

Paper 2

The purpose of this pack is to provide centres with exemplification of a top mark answer. This candidate has hit the criteria and received 40 marks out of a total of 40 marks.

Section A: Question 1

SECTION A

Answer EITHER Question 1 OR Question 2.

1 Read the following poem.

In Mrs Tilscher's Class

You could travel up the Blue Nile
with your finger, tracing the route
while Mrs Tilscher chanted the scenery.
Tana, Ethiopia, Khartoum, Aswan.
That for an hour, then a skittle of milk*
and the chalky Pyramids rubbed into dust.
A window opened with a long pole.
The laugh of a bell swung by a running child.

This was better than home. Enthralling books.
The classroom glowed like a sweet shop.
Sugar paper. Coloured shapes. Brady and Hindley*
faded, like the faint, uneasy smudge of a mistake.
Mrs Tilscher loved you. Some mornings, you found
she'd left a good gold star by your name.
The scent of a pencil slowly, carefully, shaved.
A xylophone's nonsense heard from another form.

Over the Easter term, the inky tadpoles changed
from commas into exclamation marks. Three frogs
hopped in the playground, freed by a dunce,
followed by a line of kids, jumping and croaking
away from the lunch queue. A rough boy
told you how you were born. You kicked him, but stared
at your parents, appalled, when you got back home.

That feverish July, the air tasted of electricity.
A tangible alarm* made you always untidy, hot,
fractious* under the heavy, sexy sky. You asked her
how you were born and Mrs Tilscher smiled,
then turned away. Reports were handed out.
You ran through the gates, impatient to be grown,
as the sky split open into a thunderstorm.

Carol Ann Duffy

*a skittle of milk – a small bottle of milk

*Brady and Hindley – a couple who murdered children in the 1960s

*tangible alarm – a feeling of tension

*fractious – irritable

How does the writer convey childhood memories in this poem?

In your answer you should consider:

- the poet's descriptive skills
- the poet's choice of language
- the poet's use of form and structure.

Support your answer with examples from the poem.

(Total for Question 1 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒

20 Sec A

In this poem, Carol Ann Duffy presents her childhood memories ~~through~~ through her changing perception of school throughout her school life.

Firstly, Duffy's perception of school seems quite innocent. 'The classroom glowed like a sweet shop.' This innocence could be ~~the~~ the result of being very young, at the start of school, and not knowing everything there is to know about the life and the place she is being told to go to and follow. However, the innocence and naivety seems to drain from ~~the~~ the poem at the end of stanza three. 'A rough boy told you how you were born... stared at your parents, appalled' Duffy could do this to show not only the innocence of childhood being taken away from her, but also could do this to represent her realisation that not everything she has been told is true, ~~but~~ and ~~for the~~ the start of her decline in her trust and adoration of school life*. This point of * and childhood.

(Section A continued)

Duffy's is reiterated with her use of 'heavy, sexy shy' which could also represent her body, ^(as in hormones) ~~as well~~ as her along with her mindset, changing in her later school years. However, this use of pathetic fallacy could also represent a stage in her childhood where she felt confused, ~~an~~ and ~~the~~ term 'shy split into a Munderstorm' could represent her realisation ~~of~~ of what is happening to her. On the other hand, this quote ~~to~~ could be Duffy's way of representing the time at which she ~~could~~ ~~became~~ became an adult, or at least a teenager, ending her childhood forever.

The full stop at the end of stanza four could also represent the end of Duffy's childhood, but could also represent the end of her memories of childhood.

The quote 'Tana. Ethiopia. Khartoum. Aswân' could not only show us what the children are learning at school, but could show us how school was different to Duffy - almost a foreign concept altogether. On the other hand, the inclusion of these places in Africa could ~~be~~ suggest Duffy

(Section A continued)

realising the potential of the world, and all that is out there, and the potential of life altogether; maybe Duffy she has realised what she can actually ~~do with~~ whilst living. This is reiterated by the fact she talks about 'the chalky pyramids', another thing in ~~her~~ the world that is a completely new concept to her at that stage in her life.

The poem is split into four stanzas; each stanza could represent stages in her ~~life~~ childhood, ~~or could represent~~ Stanza one and two could represent her brand new experience of school and how ~~a~~ amazing she finds it, Stanza three could be representing her realisation of what is and what isn't, and Stanza four could represent the change in her mindset and end of her childhood memories. However, these stanzas could also ~~every~~ ^{perception} ~~experiences~~ she remembers to have of school - that it was mysterious, delighting, confusion, and then isolating.

~~The~~ Duffy's use of 'this was better than home' could be showing us how good her school really is, if we explore the idea that she had a good childhood homelife. However, this quote suggests to us that maybe Duffy

(Section A continued) didn't have a good home life, if school was better than it. This evokes connotations of physical violence, ~~or~~ or emotional/mental trauma that Duffy ~~was~~ did experience as a child at home. The fact that the classroom 'glowed' reiterates this point; Duffy could see school as a safe haven from her home life, or even as her idea of heaven.

The fact that Duffy chose to use the term smudge to represent ~~the~~ murderers ~~could~~ is quite ~~poig~~ ~~poing~~ poignant, as smudge has connotations of stains, which never leave. Duffy could be suggesting that these people left a scar on the life of the children at her time, or even ~~personally stained her~~ left a scar on her childhood memories. On the other hand, something that is smudged is tainted, showing how the time and her childhood felt because of these killers. However, smudged writing is also unreadable, and not understandable, so this could represent how everyone, or Duffy herself at this time in her childhood ~~represented~~ was confused about these killings, and couldn't understand why anyone would do something like that, reflecting her childhood innocence.

Section B: Question 4

- 4 Show how the poets convey their thoughts and feelings about close relationships in *Sonnet 116* 'Let me not to the marriage...' *and one other poem from the Anthology.*

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ✗

20 Sec B

Sonnet 116 by William Shakespeare and Piano by D.H. Lawrence both have a running theme of close relationships, but both present their ideas about them in different tones.

In Sonnet 116, Shakespeare presents a very straight and to the point description of what love is and isn't, which the reader knows is a key part of close relationships and we know straight away the positive tone concerning love that is upon this poem. ('Let us not to the marriage of true minds admit impediments'). This ~~also~~ contrasts to Lawrence's poem 'Piano' as the mood of his poem ~~throughout~~ throughout is uncertain and constantly changing. Lawrence's poem starts off positively. ('Softly, in the dusk' - the use of the adverb 'softly' begins the poem with a positive tone, ~~softly~~ ~~softly~~ as it has connotations of comfort, and warmth, already giving a hint to the reader of Lawrence's relationship with his mother in this

(Section B continued)

poem. However Lawrence goes on to describe a child 'pressing the small, poised feet of a mother, who smiles as she sings.' This again could reiterate the feeling of comfort he had in his relationship with his mother, as pressing the feet could be a way he felt safe and protected, and the mother could be smiling at him fondly. However, the mother's smile could ~~be~~ be a smile of her trying to ignore her son while he annoyingly presses her feet, which shows the reader that the relationship Lawrence had with his mother ~~is~~ had a lack of attention and it was indeed not close at all. *

* maybe the mother bond isn't that or maybe it was but it love was not even

If we compare this to Shakespeare's sonnet, we could see that the so called 'love' between Lawrence wasn't love at all, because it had altered. Shakespeare said 'Love is not love which alters when alteration finds', which would mean all relationships with love are close relationships, which severely contradicts with 'Piano' by Lawrence. Shakespeare capitalises 'Time' in sonnet 116, which gives the reader that Time is a character in, not just the story of love,

(Section B continued) but in ~~the~~ life itself. The capitalisation of Time also represents how important it is, just as important as love. The character Time could play could be death with his (bending sickle), and Shakespeare is suggesting that love can defeat death, as it is immortal. However, this could also show us that Time is the only thing love can be ~~defeat~~ defeated by.

In Piano, Lawrence says 'I weep like a child for the past', this suggests that Lawrence ~~not only~~ had regrets about his childhood, ~~but also~~ and wants to have another chance - this could be because the relationship with his mother ~~wasn't~~ ^{wasn't} close. However, this quote also suggests that maybe Lawrence weeps because his mother isn't there, because of death, or because of the time that they spent apart; this contradicts Shakespeare's perception of love in past relationships, as this would suggest that Time and Death can conquer ~~so~~ someone's love, in this case the love from a mother to a child. This lack of the parental child relationship could also show that Lawrence did something bad in his life, maybe to his mother.

(Section B continued) or maybe just in general, resulting in the loss of a close relationship.

The fact that Lawrence says 'a mother', instead of 'his mother' or 'my mother' could suggest that him and his mother weren't connected from the start, that there was no love there at all, which wouldn't disprove Shakespeare's theory in 116, as if there was no love in the first place, ~~there was no~~ then the love didn't change. ~~How~~ On the other hand, a mother could show that Lawrence had to look for other mothers (or people) for guidance, or could ^{have} been watching someone else and their mother ~~has~~ be happy, which explains why this memory would make him weep. ~~The~~ 'Mother' is also a term used in church roles, showing us that maybe religion ~~was~~ was Lawrence's only saviour. However, this could also mean that it was the relationship that Lawrence is talking about is between him and religion, and that there was a lack of a close relationship. The weeping could then represent his want for a relationship with God, because he wished he believed

(Section B continued) in ~~an~~ something after life which is better than the present he is living.

The ~~Sonnet~~ fact that Shakespeare wrote a Sonnet to convey his feelings about how strong love and close relationships are ~~could suggest that~~ shows us that how strongly he feels about this topic and the fact that he is right, because ~~5~~ sonnets are difficult to write and take extreme care to make. The fact that ~~to~~ it is a Sonnet shows means it has Iambic Pentameter. The Iambic Pentameter could represent the beat of a heart, and ~~a heart's~~ ~~was~~ ~~connection~~ represent love and strength. However, the iambic pentameter adds a conversational ~~to~~ feel to the poem, ~~showing~~ which could suggest that this is a topic Shakespeare frequently talks ~~about~~ and thinks about, which is reflected in his ~~earlier~~ other literature.

The Sonnet also has ~~an~~ an ABAB rhyme scheme (and a rhyming couplet), which is similar to Lawrence's poem, Piano, which also ~~has~~ has a rhyme scheme.

The fact that these poets have taken the time to add a rhyme scheme to their

(Section B continued)

poems shows how strongly they
feel and how much they care about
~~the~~ ~~best~~ ~~best~~ close relationships of any
kind.